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ABSTRACT

This revised curriculum guide contains five units that are designed to help students develop an understanding of the mission of the Technology Student Association (TSA). Each unit follows a standard format that includes some or all of these basic components: performance objectives, suggested activities, handouts, information sheets, supplements, assignment sheets, activity sheets, job sheets, transparency masters, practical tests, written tests, and answers to written tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use for more than one lesson or class period. The five units cover the following topics: (1) introduction to the Technology Student Association; (2) TSA activities; (3) becoming a TSA leader; (4) parliamentary procedure; and (5) giving presentations. (KC)

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TSA: Learn, Grow, Become

Developed by the
Curriculum and Instructional Materials Center
for the Division of Technology Education
Oklahoma Department of Vocational and Technical Education

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TSA: LEARN, GROW, BECOME

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FOREWORD

Technological literacy is basic to living, working, and making decisions in the 1990's . . . and beyond. Opportunities to develop and apply social, civic, and technologically-related skills are provided through the Technology Student Association (TSA). TSA is the vocational student organization designed to assist students in achieving identified course competencies. Competency-based activities are an integral part of the instructional program. To provide these opportunities, TSA has competitive events and activities that allow members to demonstrate the knowledge that they obtain in the classroom.

TSA members are tomorrow's leaders learning to live in a technical world. TSA capitalizes on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and expressing through the use of tools and materials related to technology. It develops knowledge and experiences to contribute to the growth and development of students commensurate with their potential. Thus, *TSA: Learn, Grow, Become* is a basic and fundamental study for all persons in regard to career explorations and educational opportunities.

It is through TSA that students gain the confidence, the skills, and the experience that lead to positive attitudes. It enables students to recognize their full potential and make maximum use of their individual talent in order to prepare for their roles in the Twenty-first Century.

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PREFACE

This publication is a revision of the *AIASA: Learn, Grow, Become* curriculum guide that was published in 1988. Since the guide's publication date, the American Industrial Arts Student Association (AIASA) legally changed its name to the Technology Student Association, or TSA.

It is our hope that this curriculum not only updates the association's name change, but also introduces students to their roles in the technological future. *TSA: Learn, Grow, Become* offers students opportunities to develop skills which are needed to meet the challenges of the future. Assignment sheets and suggested activities in the curriculum foster the development of leadership skills, problem-solving techniques, career choice awareness, technological awareness, and personal success.

TSA: Learn, Grow, Become provides the basic information needed to help students develop an understanding of the TSA mission.

Camille Baker
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INSTRUCTIONAL UNITS

TSA: Learn, Grow, Become contains five instructional units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. Practical tests and written tests are included in the instructor edition only and may be duplicated for classroom use.

All of the unit components focus on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in a class period
- Skills that must be demonstrated
  - Supplies and equipment needed
  - Amount of time needed for student practice
  - Amount of class time needed for demonstrations
- Supplementary materials, such as pamphlets, videotapes, or software that must be ordered
- Resource people who must be contacted

Objective Sheets (White Pages)

Each unit of instruction is based on the performance objectives. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to meet the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to determine whether the student has achieved competency. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective. The competencies may be either cognitive, requiring knowledge only, or psychomotor, requiring knowledge and skill.

The objectives should be provided for students and each objective's importance stressed throughout the teaching/learning process. By doing this, instructors will help answer any questions concerning performance requirements for each instructional unit. Instructors can also use the objectives to plan teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment sheets, job sheets, and criterion test items.

Suggested Activities (Pink Pages) — **Instructor's Edition Only**

The suggested activities component is to assist during the preparation stage of the teaching/learning process. The activities provide suggestions for delivery, application, and evaluation during the instructional process. Teaching suggestions are included for each objective. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resource persons. Duties of the instructor will vary according to the particular unit.

Listed are suggested resources including people and print and non-print media that may be used to teach the unit. Unit references used in the development of each unit are also provided. The instructor can use suggested resources and unit references to supplement her or his knowledge of the subject or to help students with particular interests or objectives in the area covered. Please note that suggested resources and references listed in this publication existed when this publication was written. CIMC assumes no responsibility for providing these materials and cannot ensure the availability of these materials as individual vendors, manufacturers, and publishers may discontinue these products at any time.

Handouts (White Pages) — **Instructor's Edition Only**

Handouts provide "nice-to-know" information that is not testable. Handouts provide the instructor with additional information and activities. They may also include items for the gifted or remedial student. Some handouts may contain information on subjects that are considered to be controversial or unsuitable for some classroom situations. The instructor may decide whether to duplicate and use handouts in teaching the unit.

Information Sheets (Green Pages)

The information sheets provide "must know" content that is essential for meeting the cognitive objectives. The information sheets serve as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. They may also be used for coordination activities and advisory committee meetings.

Students should read the information sheets before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to look for or consider at a given step, or may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and accomplish it more efficiently. Cautions are advisories that alert the student to possible danger to himself, herself, or others. Warnings are advisories that alert the student to possible danger to equipment or facilities.

Supplements (Green Pages)

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters (White Pages)

With transparency masters, the students may see as well as hear about the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets or assignment sheets.

Transparencies should be made and placed in the instructor's notebook, where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. Transparencies should be left on the screen only when topics shown are being discussed.

Activity Sheets (Tan Pages)

The purpose of activity sheets is to provide activities which support several objectives. Activity sheets vary greatly in their number and design from unit to unit. Some activity sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some activity sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity sheet answers are on pink pages in the instructor's edition.

Assignment Sheets (Tan Pages)

Assignment sheets are written exercises that have students apply higher-order thinking skills. The introduction to the assignment sheet explains how the assignment relates to the subject area and unit objective and may provide instructional information or refer students to another component for such information.

Often, assignment sheets will contain case studies, story problems, or other situations in which the student must analyze the circumstances and determine correct responses. Students may be given assignment sheets as classwork or homework.

Assignment Sheet Answers (Pink Pages) — **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on assignment sheets.

Job Sheets (Blue Pages)

Job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations assist students in achieving the skill.

The instructor should demonstrate the procedures outlined in each job sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local situation. Job sheets also show potential employers what skills the student has been exposed to and the performances one might reasonably expect from a student who has had this vocational instruction.

Practical Tests (Yellow Pages) — **Instructor's Edition Only**

The practical tests assist the instructor in evaluating the psychomotor activities (Job Sheets). The practical tests provide instructors with a valid mechanism for determining a student's level of ability to perform the procedure stated on the job sheet and provide the instructor with a means of evaluating the student's final product.

Written Tests (Yellow Pages) — **Instructor's Edition Only**

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. All performance objectives, including those in the information sheets, assignment sheets, and job sheets must be evaluated. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a written test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or student ability level. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by combining written test and assignment sheet scores, and by considering how well the student demonstrated the desired skills.

Written Test Answers (Pink Pages) — **Instructor's Edition Only**

This component is designed to assist the instructor in evaluating student performance on written tests.

PAGE NUMBERING

Each publication for the CIMC is assigned a specific abbreviation or will be recognized by the book title. *TSA: Learn, Grow, Become* will be referred to as TSA. Each unit is identified by the unit number in Roman numerals. Each unit in the publication begins with page 1. The component name, abbreviation, unit number, and page number within the unit are printed at the bottom of each page. The page number for an objective sheet in Unit I in *TSA: Learn, Grow, Become* looks like the following:

OBJECTIVE SHEET - TSA
I - 1

METHODS OF DISSEMINATING MATERIAL

Each student should be provided with student materials. Materials may be purchased for less than an instructor can reproduce them, especially when the instructor's time is considered. Student materials contain everything but the suggested activities, handouts, assignment sheet answers, tests, and test answers. The student should be allowed to take his or her materials home at the end of the year.

TEACHING METHODS

It is a challenge to keep students motivated. Instructors can supplement the objectives by providing the "why," personal experiences, and current information. Preparation for each unit should be determined by how each objective can best be taught. Students should become involved in preparing and planning for each unit.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. Mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

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OBJECTIVE SHEET

INTRODUCTION TO TECHNOLOGY STUDENT ASSOCIATION I

INTRODUCTION

The Technology Student Association (TSA) is a national organization for elementary, junior high, and senior high students who are presently enrolled in, or have completed, technology education/industrial arts classes. Technology education classes have a two-fold mission. One, to help students gain an understanding of all aspects of technology and industry. Secondly, technology education strives to assist in the development of individual potential. TSA fosters this mission by developing leadership abilities and instilling a sense of pride in one's work. TSA also promotes high standards of technical ability, scholarship, and safety. TSA is an organization that values the unique capabilities of students and offers many opportunities for personal growth and success.

UNIT OBJECTIVE

After completing this unit, the student should be able to develop skills needed to be an active member of Technology Student Association (TSA). The student will demonstrate competency by completing the assignment sheet, the job sheet, and the written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with TSA to their correct definitions.
2. Select from a list characteristics of a successful organization.
3. Select from a list guidelines for conducting an effective meeting.
4. List the types of TSA membership.
5. State the TSA motto.
6. Describe the TSA logo/emblem.
7. Match the official TSA colors to their correct descriptions.
8. Match items of the official TSA attire to their correct colors.
9. Select from a list goals of TSA.
10. Name the official TSA publication.
11. Name current local chapter officers.
12. Name current state officers.

13. Name current national officers.

14. Recite the TSA Creed. (Assignment Sheet 1)

15. Demonstrate the ability to tie a necktie or secure a scarf. (Job Sheet 1)

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Invite guest speakers to discuss TSA.
- Provide guest speakers with unit objectives and information sheets before they meet with the class.

DELIVERY

Objective 1

- Review and discuss the terms and definitions that will be used in this unit.
- Explain to students that TSA is one of ten vocational student organizations available to students. Use Supplement 1 as a teaching reference to discuss the other student organizations.

  NOTE: Point out that National Post-Secondary Agricultural Student Organization and National Young Farmers Educational Association are two vocational organizations for students at the post-secondary level.

- Use Transparency Masters 1 and 2 to help foster discussion of the student organizations.
- To motivate students to become active in the various activities TSA offers, present a slide show consisting of pictures from the previous year. Include pictures from banquets, school and community service projects, state and national conventions, fund raisers, and TSA meetings.
- Use *Technology Student Guide* as a TSA orientation guide.

Objective 2

- Write each characteristic of an effective organization on the chalkboard. Explain the meaning and importance of each characteristic as it relates to TSA.
- Have students write paragraphs explaining why they believe TSA is a successful organization.

- Ask students to analyze a successful organization that they already belong to, or know about, to determine its strong points. List the strong points on a chalkboard as they are mentioned. Encourage all members of the group to interact so that one individual is not doing all the work.

- Discuss the importance of each member in creating a successful organization. Generate class discussion by having students explain ways they can contribute to TSA.

Objective 3

- Show students a videotape of a TSA meeting from a previous year. Have each student critique the meeting based on its compliance with the guidelines in the information sheets.

- Invite the local city manager and city secretary to visit the class and explain their methods of preparing for a chapter meeting.

- Provide students with examples of written reports produced by previous TSA secretaries, treasurers, or committee chairs. Discuss the significance of presenting the reports during a meeting.

Objective 4

- Using the information sheets, review with the class the types of TSA membership.

- Invite the TSA State Advisor; a chapter, state, or national officer; or a TSA alumnus to visit the class and discuss the benefits of belonging to TSA.

- Discuss the significant contributions made by Honorary, Corporate, and Professional members.

- Refer students to Activity Sheet 1 and ask them to complete the TSA enrollment sheet.

Objective 5

- Provide time in class for each student to learn the TSA motto. Have each student recite the TSA motto.

- Discuss the meaning of the motto.

- Design a class bulletin board to present the motto. A possible format includes displaying pictures that represent the current technologies found in the world. Use pictures found in magazines.

  EXAMPLES: Laser scanners at supermarkets, magic lamps, home security systems, fax machines, street light sensors, video game remote controllers

Objective 6

- Use Transparency Master 3 with appropriate sections colored scarlet red and navy to show students what the TSA logo\emblem looks like.

Objective 7

- Discuss the TSA colors and their significance.

Objective 8

- Ask two students, a male and a female, to model the official TSA attire.

- Lead a discussion concerning the importance of appearance in projecting a certain image. Ask students what images they believe TSA should project.

- Show students pictures from the national supply service catalog.

  NOTE: To receive catalogs contact Balfour Supply Service, 11722 Parklawn Drive, Rockville, Maryland 20852, phone 301-770-6375.

- Display various pictures of conferences or meetings where the members are dressed in official TSA attire.

Objective 9

- Review the goals of TSA and discuss each goal carefully. Emphasize the meaning of each goal and its importance to TSA.

- Assign each student one TSA goal and have the student list ways TSA can meet this goal. Discuss the resulting lists.

- Have students work in groups and prioritize the goals listed in the information sheets in order to meet the needs of the local chapter.

- Encourage each student to memorize at least eight of the goals. Ask for volunteers to go to the chalkboard and write as many of the goals from memory as possible.

Objective 10

- Provide students with samples of the *School Scene*. Distribute the samples around the classroom so every student has the opportunity to look through each sample.
- Discuss the procedure for submitting an article to the *School Scene*. Emphasize the importance of carefully proofreading the article; checking to make sure each succeeding paragraph is of declining importance; and including his or her name, address, name of school, and a telephone number with the article.
- Set up a committee to ensure that all worthy local chapter news will be submitted to the *School Scene*. Arrange to have at least one student responsible for taking a black and white glossy photograph to accompany any article.

Objective 11

- Ask local chapter officers to prepare brief oral reports describing their duties, favorite aspects of the office, least favorite aspects, and ways their offices can impact the future of TSA.

Objective 12

- Invite one state officer to speak to the local chapter about the activities of a state officer.

Objective 13

- Lead a discussion concerning the procedure followed to become a national officer.
- Have students write campaign speeches for national offices. After students have turned in the speeches, read them to the students, but do not read the students' names. Have students vote on the best speech.

APPLICATION

Objective 14

- Discuss the meaning of the TSA creed.
- Use Assignment Sheet 1 to help students learn the TSA creed.

Objective 15

- Use Job Sheet 1 to provide students opportunities to develop skills involved in tying neckties or securing scarfs.

  NOTE: The brass ring fastener that is used to secure a scarf is available from the national supply service.

EVALUATION

Practical Test

- Determine if the student followed correct procedure for tying a necktie or securing a scarf.
- Evaluate the quality of the product using the criteria given.
- Demonstrate the procedure again and retest if necessary.

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.
- Evaluate the students on the assignment sheet activity if not previously done.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. If required, adjust scope, sequence, or instructional approaches for additional lessons.

SUGGESTED RESOURCES

Publications

- *TSA — Technology Student Guide*. Reston, Virginia: Technology Student Association, 1989.

  NOTE: Ordering and cost information for this guide may be obtained from Executive Director, Technology Student Association, 1914 Association Drive, Reston, Virginia 22091, phone 703-860-9000.

UNIT REFERENCES

- *AIASA—Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.

- *HOSA — Learn, Grow, Become.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1989.

- Patton, Bob, et al. *VICA: Learn, Grow, Become.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

- *TSA — Chapter Handbook.* Reston, Virginia: Technology Student Association, 1989.

INFORMATION SHEET	INTRODUCTION TO TECHNOLOGY STUDENT ASSOCIATION	I

OBJECTIVE 1

Match terms associated with TSA to their correct definitions.

- **Board of Directors** — Group elected and appointed by the members of TSA, Inc., to set policy for TSA, Inc. and the student program of TSA
- **Technology Student Association (TSA)** — Student organization for students enrolled in technology education courses
- **TSA Chapter** — Any school unit chartered by a State Association of TSA, consisting of individual TSA members and at least one advisor
- **TSA Chapter Advisor** — Technology education teacher(s) responsible for the basic operation and administration of the TSA chapter; assists chapter members in all areas of chapter activities
- **TSA, Inc.** — Legal identity of the adult group responsible for the overall operation and administration of the student program of TSA
- **TSA National Advisor** — Technology education teacher and TSA chapter advisor appointed by the Board of Directors for a two-year term of service
- **TSA State Advisor** — State supervisor or the officially designated representative responsible for the operation and administration of the state TSA chapter

OBJECTIVE 2

Select from a list characteristics of a successful organization.

Every organization pursues worthy goals and strives to achieve them. In order to achieve success, an organization must have certain components. Characteristics of a successful organization include the following:

- Capable officers and leaders give direction and purpose to an organization.
- Responsibility for organizational activities shared by all members fosters cohesiveness.
- Challenging program of work maintains involvement and interest.

- Proper record keeping provides up-to-date information necessary to operate an organization.
- Well-planned, regularly held meetings increase efficiency.
- Support from school officials and community leaders enhances the organization's visibility.
- Active member participation in chapter activities increases productivity.

OBJECTIVE 3 **Select from a list guidelines for conducting an effective meeting.**

A well-planned meeting allows the officers to conduct the meeting smoothly and efficiently. In order to have a productive meeting the following guidelines should be practiced:

- Have the chapter officers plan and practice before the meeting.

  NOTE: It is suggested that an agenda be prepared ahead of time.

- Have the secretary, treasurer, and committee chairmen prepare a written copy of their oral reports.

  NOTE: The terms "chairperson" and "chairwoman" are frequently used to recognize that many women hold positions of leadership. However, according to the National Association of Parliamentarians, the terms "chairman" or "madam chairman" will continue to be used to designate the person who is the chair. The term "madam chairman" is appropriate when a female is in the leadership position.

- Arrange the seating plan so that everyone can see the program.
- Give the guest speaker some indication of the topic desired and length of the speech. Also, have an appropriate gift to hand to the speaker after the presentation.
- Have the Sergeant-at-Arms prepared to make everyone feel welcome and to prevent interruptions of the serious portions of the meeting.

  EXAMPLE: The Sergeant-at-Arms may ask members who enter late to wait until after the devotional and flag salute to be seated.

- Proceed according to the order of business.
- Proceed with minimum participation by the advisor(s).
- Begin promptly and end on time.
- Involve all members in at least one committee.
- Conduct business according to parliamentary procedure.
- Move the meeting along with "snap" to prevent boredom and wasted time.
- Have all members express appreciation to guests for their attendance.
- Organize a plan for cleanup duties.
- Follow up the meeting by writing thank-you letters to appropriate guests and speakers.

OBJECTIVE 4 **List the types of TSA membership.**

Membership eligibility will be determined by TSA and the state association. Types of memberships recognized by TSA include the following:

- **Active member** — Students who are presently enrolled in or have been previously enrolled in technology education/ industrial arts programs
- **Alumni member** — Individuals who have completed a technology education program and who have graduated from or left school

  NOTE: An alumni member has been a former active or associate TSA member.
- **Associate member** — Students who are enrolled in related fields of instruction with emphasis in technology education or who have been previously enrolled in technology education programs
- **Corporate member** — Representatives from organizations who contribute support to TSA and serve in an advisory capacity to the Board of Directors regarding TSA's student activity
- **Honorary Life member** — Individuals given a life membership who have made or are making contributions to promote the advancement of technology education and TSA

- **Honorary member** — Individuals who have made or are making contributions to promote the advancement of technology education and TSA.

- **Professional member** — Persons engaged in education, business, and industry, who have an interest in TSA and in the welfare of technology education.

OBJECTIVE 5 **State the TSA motto.**

A motto sums up the basic goals of an organization. TSA's motto is:

"Learning to Live in a Technical World."

OBJECTIVE 6 **Describe the TSA logo/emblem.**

The TSA logo/emblem sends a message to others that TSA has made a commitment to technology and its influence on the future. Its modern and futuristic design serves to extend this message. The logo/emblem provides members identity with a national organization. A description of the TSA logo/emblem is:

- The TSA/emblem is a rectangular shape with three parts.

- The top section of the logo/emblem is a blank red rectangular shape. It provides a space for each state to put its own name on the logo/emblem if desired.

- The middle section is the largest part of the logo/emblem. It contains the white letters TSA in a very large, bold print. The background color is blue.

- The bottom section is the same size as the top section — approximately ⅓ the size of the middle section. It contains the name of the association — Technology Student Association. The letters are white on a red background. (Figure 1)

FIGURE 1

Used with permission of Technology Student Association

OBJECTIVE 7

Match the official TSA colors to their correct descriptions.

The official TSA colors and their descriptions include the following:

- **Scarlet red** — Represents the strength and determination of the technology education students and teachers to obtain their goals
- **White** — Represents the high standards, morals, and religious beliefs TSA holds
- **Navy blue** — Represents the sincerity of technology education students and teachers in obtaining a greater knowledge of our technical world

OBJECTIVE 8

Match items of the official TSA attire to their correct colors.

Appropriate dress influences the image that a person and organization creates. TSA endorses the following official dress code:

- **Blazer** — Navy blue with a TSA patch
- **Tie or scarf** — Scarlet red
- **Shirt or blouse** — White with a collar
- **Pants or skirt** — Light gray
- **Shoes** — Black
- **Socks** — Black or nylon hosiery

OBJECTIVE 9

Select from a list goals of TSA.

The Technology Student Association's Constitution identifies the specific goals and purposes of TSA. These goals include the following:

- To develop the leadership and personal abilities necessary to function in a technical world.
- To develop, through group action, the ability of members to plan together, organize and carry out worthy activities and projects.
- To explore technology and technological civilization.
- To promote high standards of craftsmanship, scholarship, and safety.

- To provide leisure time, recreational activities, and hobbies.
- To develop consumer knowledge in students.
- To encourage students in creative expressions.
- To instill in students desirable habits and attitudes toward the American way of life, and foster a deep respect for the dignity of work.
- To provide occupational information and instruction pertaining to a broad range of occupations, including training requisites, working conditions, salaries or wages, and other relevant information.
- To provide exploratory experiences in classrooms, laboratories, and observations in business or industry to acquaint students with jobs in the occupations.
- To assist in providing guidance and counseling for students enrolled in technology education programs to assist them in making informed and meaningful choices in their selected occupational fields.
- To prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs.
- To expose students to the responsibilities of representing a national membership.

OBJECTIVE 10 | **Name the official TSA publication.**

The official publication of TSA is designed to provide up-to-date information on TSA activities. Contributing to the publication aids all members of TSA. The publication is called:

- *School Scene*

  NOTE: The *School Scene* is published three times during the school year — fall, winter, and spring.

OBJECTIVE 11 | **Name current local chapter officers.**

Well-qualified and dedicated officers contribute to the growth of the local chapter. Leaders provide the direction for the group and determine how effective the group will be.

NOTE: The instructor will provide a list of local chapter officers.

- President —
- Vice President —
- Secretary —
- Treasurer —
- Reporter —
- Sergeant-at-Arms —
- Other —

OBJECTIVE 12

Name current state officers.

As with the local chapter officers, the success of a state association is determined by the dependability of the state officers. Qualifications should be carefully considered when electing state officers.

NOTE: The instructor will provide a list of current state officers and their chapters.

	Name	Chapter
• President —		
• Vice President —		
• Secretary —		
• Treasurer —		
• Reporter —		
• Sergeant-at-Arms —		
• Other —		

OBJECTIVE 13

Name current national officers.

National officers, along with the TSA National Advisor, are referred to as the Executive Committee of TSA. Each of these individuals must be highly motivated and qualified to become a successful national officer.

NOTE: The instructor will provide a list of current national officers and their state associations.

Name State

- President —
- Vice President —
- Secretary —
- Treasurer —
- Reporter —
- Sergeant-at-Arms —
- Other —

VOCATIONAL STUDENT ORGANIZATIONS

- **Business Professionals of America** — An organization for students at secondary and post-secondary levels who are enrolled in business and/or office programs
- **Distributive Education Clubs of America (DECA)** — An organization for students who are enrolled or have been enrolled in marketing education programs
- **Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)** — An organization primarily for students who are enrolled or who have been enrolled in business and office education programs
- **Future Homemakers of America-Home Economics Related Occupations (FHA-HERO)** — An organization for students who are enrolled in home economics programs
- **National FFA Organization (FFA)** — An organization for students who are enrolled in agricultural education programs
- **Health Occupations Students of America (HOSA)** — An organization for students who are enrolled in health occupations programs
- **National Post-Secondary Agricultural Student Organization (PAS)** — An organization for students who are enrolled in a one- or two-year agricultural or agricultural-related program in a community or technical college
- **National Young Farmers Educational Association (Young Farmers)** — An adult education organization for persons over the age of 18 engaged in agricultural-related occupations
- **Technology Student Association (TSA)** — An organization for students who are enrolled in or have completed technology education programs
- **Vocational Industrial Clubs of America (VICA)** — An organization for students who are enrolled in trade and industrial programs

Vocational Student Organization Emblems

FBLA

FFA

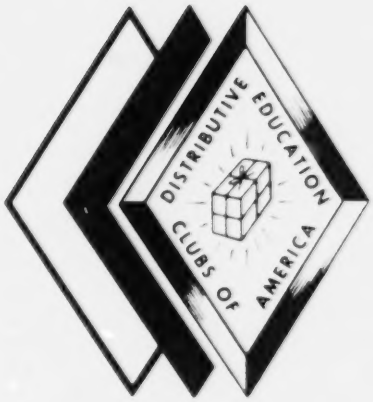
HOSA

VICA

Vocational Student Organization Emblems

(Continued)

TSA



DECA

FHA/HERO

Technology Student Association

ACTIVITY SHEET 1	INTRODUCTION TO TECHNOLOGY STUDENT ASSOCIATION I

NAME _____

TSA ENROLLMENT

INTRODUCTION

The Technology Student Association is a national organization for technology education students. It is composed of over 75,000 members. As a student who is currently enrolled in a technology education course or has completed a technology education program, you are eligible and encouraged to become a member of TSA.

DIRECTIONS

Complete the following enrollment sheet to become an active member of TSA.

NAME: _____

ADDRESS: _____

CITY: _____ **ST:** _____ **ZIP:** _____

PHONE: (____) _____

HOUR ENROLLED IN TECHNOLOGY EDUCATION COURSE _____

I would like to hold _____ chapter office.

I would like to serve on the following TSA standing committees:

_____

_____

_____

National Dues for TSA are $4.00.
State Dues for TSA are $ _____
Local Dues for TSA are $ _____
Chapter Affiliation Program (CAP) Dues $ _____

The benefits of being a TSA member are numerous. Membership dues support various member services which include, but are not limited to, the following:

- *School Scene*
- National conference
- National competitive events
- National awards
- National office services
- TSA chapter handbook
- Affiliation certificates
- National supply service
- Advisor assistance
- Leadership training
- TSA emblem protection

I have read the TSA creed and wish to be involved in TSA as an active member in my local chapter.

STUDENT SIGNATURE: _____

ASSIGNMENT SHEET 1	INTRODUCTION TO TECHNOLOGY STUDENT ASSOCIATION	I

NAME _____ SCORE _____

OBJECTIVE 14 **Recite the TSA creed.**

DIRECTIONS Read the TSA creed. Memorize one paragraph at a time until you can recite the entire creed. Once you are able to recite the entire creed, recite it for your instructor.

I believe that Technology Education holds an important place in my life in the technical world. I believe there is a need for the development of good attitudes concerning work, tools, materials, experimentation, and processes of industry.

Guided by my teachers, artisans from industry, and my own initiative, I will strive to do my best in making my school, community, state, and nation better places in which to live.

I will accept the responsibilities that are mine. I will accept the theories that are supported by proper evidence. I will explore on my own for safer, more effective methods of working and living.

I will strive to develop a cooperative attitude and will exercise tact and respect for other individuals.

Through the work of my hands and mind, I will express my ideas to the best of my ability.

I will make it my goal to do better each day the task before me, and to be steadfast in my belief in my God, and my fellow Americans.

Used with permission of Technology Student Association.

ASSIGNMENT SHEET 1

Student should recite the creed exactly as it is printed.

OBJECTIVE 15

Tie a necktie or secure a scarf.

INTRODUCTION

TSA official attire requires wearing a tie or scarf. To ensure that the tie or scarf will be worn neatly, the correct procedures must be followed. The four-in-hand knot and the Windsor knot are two procedures used for tying a necktie. A brass ring is used to secure a scarf.

EQUIPMENT AND SUPPLIES

- Necktie or scarf with brass ring
- Mirror

NECKTIE PROCEDURE

Four-in-hand knot

1. Place tie around neck with wide end longer; cross wide end over narrow end (Figure 1)

FIGURE 1

2. Bring wide end around and back of narrow end (Figure 2)

FIGURE 2

3. Continue bringing wide end completely around and over the front (Figure 3)

FIGURE 3

4. Pull wide end back and up through the center of tie (Figure 4)

FIGURE 4

5. Pull point of wide end down through loop; form knot (Figure 5)

FIGURE 5

6. Tighten by sliding knot toward neck (Figure 6)

NOTE: You should now have a knot that is perfect in size, softly draped, and neat. The end of the tie should fall approximately at the belt.

FIGURE 6

7. Remove tie and repeat steps 1 through 6 several times

8. Remove necktie

Windsor knot

1. Place tie around neck with wide end about 12 inches longer; loop across and up through neck opening (Figure 7)

FIGURE 7

2. Bring wide end around and back of narrow end (Figure 8)

FIGURE 8

3. Continue bringing wide end up and over side opposite loop to form a V-knot (Figure 9)

FIGURE 9

4. Continue this motion down, around, and over the front (Figure 10)

FIGURE 10

5. Bring wide end back under V-knot and pull up through center (Figure 11)

FIGURE 11

6. Work end down through outer loop; tighten (Figure 12)

FIGURE 12

7. Remove tie and repeat steps 1 through 6 several times
8. Remove necktie

SCARF PROCEDURE

1. Place scarf around neck (Figure 13)

FIGURE 13

2. Insert scarf ends through brass ring and pull both ends of scarf until the scarf is snug under collar (Figure 14)

FIGURE 14

3. Remove scarf and repeat steps 1 and 2 several times
4. Remove scarf

JOB SHEET 1

Tie a necktie or secure a scarf.

Student's Name _____ Date _____

Evaluator's Name _____ Attempt No. _____

INSTRUCTIONS

When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an acceptable performance evaluation.

PROCESS EVALUATION

Evaluator Note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	Yes	No
1. Placed tie or scarf around neck.	_____	_____
2. Made knot in tie or inserted scarf through brass ring.	_____	_____
3. Tightened knot in tie or pulled ends of scarf.	_____	_____
4. Removed tie or scarf and repeated steps several times.	_____	_____
5. Removed necktie or scarf.	_____	_____

EVALUATOR'S COMMENTS

_____

_____

_____

PRODUCT EVALUATION

Evaluator Note: Rate the student on the following criteria by circling the appropriate numbers. Each criteria must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the materials and submit another product for evaluation.

Criteria:				
Tie knot is tight, smooth, and correct size; scarf ends are even in length.	4	3	2	1
Tie is softly draped; scarf is snug under collar.	4	3	2	1
Tie and scarf are neat and smooth.	4	3	2	1
Tie and scarf ends are placed in correct positions.	4	3	2	1
Tie and scarf are aligned correctly around the neck.	4	3	2	1

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator Note: To obtain an average rating, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled — Can perform job with no additional training.
3 - Moderately skilled — Has performed job during training program; limited additional training may be required.
2 - Limited skill — Has performed job during training program; additional training is required to develop skill.
1 - Unskilled — Is familiar with process, but is unable to perform job.

WRITTEN TEST

INTRODUCTION TO TECHNOLOGY STUDENT ASSOCIATION

I

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with TSA to their correct definitions. Write the correct letters in the blanks.

_____1. Student organization for students enrolled in technology education courses

_____2. Legal identity of the adult group responsible for the overall operation and administration of the student program of TSA

_____3. Technology education teacher(s) responsible for the basic operation and administration of the TSA chapter; assists chapter members in all areas of the chapter activities

_____4. Any school unit chartered by a State Association of TSA, consisting of individual TSA members and at least one advisor

_____5. Group elected and appointed by the members of TSA, Inc., to set policy for TSA, Inc. and the student program of TSA

_____6. State supervisor or the officially designated representative responsible for the operation and administration of the state TSA chapter

_____7. Technology education teacher and TSA chapter advisor appointed by the Board of Directors for a two-year term of service

a. Technology Student Association (TSA)

b. TSA Chapter Advisor

c. Board of Directors

d. TSA National Advisor

e. TSA State Advisor

f. TSA Chapter

g. TSA, Inc.

h. Board of Presidents

i. TSA Company

OBJECTIVE 2

Select from the following list characteristics of a successful organization. Write an "X" in the blank before each correct answer.

_____1. A large budget to finance many activities.

_____2. Challenging program of work maintains involvement and interest.

_____3. Active member participation in chapter activities increases productivity.

_____4. Variety of social activities.

_____5. Capable officers and leaders give direction and purpose to an organization.

_____6. Support from school officials and community leaders enhances the organization's visibility.

_____7. Proper record keeping provides up-to-date information necessary to operate an organization.

_____8. Responsibility for organizational activities shared by all members fosters cohesiveness.

_____9. Well-planned, regularly held meetings increase efficiency.

_____10. One advisor per every twenty students.

OBJECTIVE 3

Select from the following list guidelines for conducting an effective meeting. Write an "X" in the blank before each correct answer.

_____1. Arrange the seating plan so that everyone can see the program.

_____2. Have the chapter officers plan and practice before the meeting.

_____3. Proceed according to the order of business.

_____4. Organize a plan for cleanup duties.

_____5. Skip any lengthy report to save time.

_____6. Have the Sergeant-at-Arms prepared to make everyone feel welcome and to prevent interruptions of the serious portions of the meeting.

_____7. Invite a guest speaker to wing it on any topic, for any length of time just so that the meeting will have a program; avoid giving the speaker a gift.

_____8. Have the secretary, treasurer, and committee chairmen prepare a written copy of their oral reports.

_____9. Have the advisor indicate when it is time to proceed to the next order of business.

_____10. Begin promptly and end on time.

_____11. Have all members express appreciation to guests for their attendance.

_____12. Appoint committees composed only of members who have contributed in the past.

_____13. Conduct business according to parliamentary procedure.

_____14. Move the meeting along with "snap" to prevent boredom and wasted time.

_____15. Give the guest speaker some indication of the topic desired and length of the speech. Also, have an appropriate gift to hand to the speaker after the presentation.

_____16. Proceed with minimum participation by the advisor(s).

_____17. Follow up the meeting by writing thank-you letters to appropriate guests and speakers.

_____18. Involve all members in at least one committee.

OBJECTIVE 4 **List five types of TSA membership.**

_____

_____

_____

_____

_____

OBJECTIVE 5 **State the TSA motto.**

OBJECTIVE 6 **Describe the TSA logo/emblem.**

OBJECTIVE 7

Match the official TSA colors to their correct descriptions. Write the correct letters in the blanks.

_____1. Represents the strength and determination of the technology education students and teachers to obtain their goals

_____2. Represents the sincerity of technology education students and teachers in obtaining a greater knowledge of our technical world

_____3. Represents the high standards, morals, and religious beliefs TSA holds

a. Navy blue
b. White
c. Scarlet red
d. Gray
e. Purple
f. Black

OBJECTIVE 8

Match items of the official TSA attire to their correct colors. Write the correct letters in the blanks. Answers may be used more than once.

_____1. Blazer with a TSA patch

_____2. Socks or nylon hosiery

_____3. Shoes

_____4. Pants or skirt

_____5. Shirt or blouse

_____6. Tie or scarf

a. Black
b. Navy blue
c. White
d. Light gray
e. Scarlet red
f. Aquamarine
g. Green
h. Dark gray
i. Purple

OBJECTIVE 9

Select from the following list goals of TSA. Place an "X" in the blank before each correct answer.

_____1. To develop, through group action, the ability of members to plan together, organize and carry out worthy activities and projects.

_____2. To explore technology and technological civilization.

_____3. To promote high standards of craftsmanship, scholarship, and safety.

_____4. To provide leisure time, recreational activities, and hobbies.

_____5. To encourage students in creative expressions.

_____6. To instill in students desirable habits and attitudes toward the American way of life, and foster a deep respect for the dignity of work.

_____7. To provide occupational information and instruction pertaining to a broad range of occupations, including training requisites, working conditions, salaries or wages, and other relevant information.

_____8. To encourage an interest in civic organizations.

_____9. To provide exploratory experiences in classrooms, laboratories, and observations in business or industry to acquaint students with jobs in the occupations.

_____10. To assist in providing guidance and counseling for students enrolled in technology education programs to assist them in making informed and meaningful choices in their selected occupational fields.

_____11. To prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs.

_____12. To expose students to the responsibilities of representing a national membership.

_____13. To provide a place to meet people with similar interests.

_____14. To develop the leadership and personal abilities necessary to function in a technical world.

_____15. To develop consumer knowledge in students.

OBJECTIVE 10 **Name the official TSA publication.**

_____

OBJECTIVE 11 **Name current local chapter officers.**

- President _____
- Vice President _____
- Secretary _____
- Treasurer _____
- Reporter _____
- Sergeant-at-Arms _____
- Other _____

_____

_____

OBJECTIVE 12 **Name current state officers.**

	Name	Chapter
• President	_____	
• Vice President	_____	
• Secretary	_____	
• Treasurer	_____	
• Reporter	_____	
• Sergeant-at-Arms	_____	
• Other	_____	
	_____	
	_____	

OBJECTIVE 13 **Name current national officers.**

	Name	State
• President		
• Vice President		
• Secretary		
• Treasurer		
• Reporter		
• Sergeant-at-Arms		
• Other		

NOTICE The following assignment sheet and job sheet are not a part of the written test. If these activities have not been completed, check with the instructor.

OBJECTIVE 14 **Recite the TSA Creed.** SCORE _____

OBJECTIVE 15 **Tie a necktie or secure a scarf.** RATING _____

INTRODUCTION TO TECHNOLOGY STUDENT ASSOCIATION

OBJECTIVE 1

1. a
2. g
3. b
4. f
5. c
6. e
7. d

OBJECTIVE 2

2, 3, 5, 6, 7, 8, 9

OBJECTIVE 3

1, 2, 3, 4, 6, 8, 10, 11, 13, 14, 15, 16, 17, 18

OBJECTIVE 4

Answer should include any five of the following:

- Active member
- Alumni member
- Associate member
- Corporate member
- Honorary Life member
- Honorary member
- Professional member

OBJECTIVE 5

"Learning to Live in a Technical World."

OBJECTIVE 6

Description should include the following:

- The TSA logo/emblem is a rectangular shape with three parts.
- The top section of the logo/emblem is a blank red rectangular shape. It provides a space for each state to put its own name on the logo/emblem if desired.
- The middle section is the largest part of the logo/emblem. It contains the white letters TSA in a very large, bold print. The background color is blue.
- The bottom section is the same size as the top section—approximately ⅓ the size of the middle section. It contains the name of the association—Technology Student Association. The letters are white on a red background.

OBJECTIVE 7

1. c
2. a
3. b

OBJECTIVE 8

1. b
2. a
3. a
4. d
5. c
6. e

OBJECTIVE 9

1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15

OBJECTIVE 10

School Scene

OBJECTIVE 11

Answers will vary by chapter.

OBJECTIVE 12

Answers will vary by state.

OBJECTIVE 13

Answers will change each year.

OBJECTIVE 14

Refer to answers to Assignment Sheet 1.

OBJECTIVE 15

Refer to Practical Test for Job Sheet 1.

OBJECTIVE SHEET

TSA ACTIVITIES

II

INTRODUCTION

Setting up a chapter, electing officers, and establishing committees provide the foundation of the TSA program of work. The program of work offers opportunities for learning by doing and helps unite the students. Activities that are planned carefully will create a positive atmosphere in which students learn how to accept responsibility, work as a team, manage a budget, and handle success.

UNIT OBJECTIVE

After completing this unit, the student should be able to participate in TSA ceremonies and assist in planning TSA activities. The student will demonstrate competency by completing the assignment sheet and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with TSA chapter activities to their correct definitions.
2. Match chapter officers to their correct duties.
3. Arrange in order the steps of the election process.
4. State the primary purposes of committees.
5. Match the common types of committees to their lengths of service.
6. Arrange in order the steps in setting up committees.
7. List characteristics of an effective chairman.
8. Select from a list criteria for choosing TSA voting delegates.
9. List types of TSA chapter activities for a program of work.
10. Select from a list considerations for choosing meaningful activities for a program of work.
11. List TSA national competitive events.
12. List TSA conferences.
13. List TSA awards and recognitions.
14. Prepare a one-year TSA program of work. (Assignment Sheet 1)

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.

- Plan additional tasks to be covered in classroom presentations.

- Invite guest speakers to discuss TSA activities.

- Provide guest speakers with unit objectives and information sheets before they meet with the class.

DELIVERY

Objective 1

- Discuss the terms and definitions that will be used in this unit.

- Point out that before calendar planning starts, TSA members must elect officers. The president may then appoint committees and determine the goals and interests of individuals and of the chapter itself.

Objective 2

- Explain that successful officers ensure that the goals the local TSA chapter sets are accomplished. Use the information sheets to point out specific responsibilities of each officer. Stress that commitment to the duties of the office is essential.

  NOTE: The *TSA — Chapter Handbook* lists six officers and describes their duties, but a single chapter may be able to function with fewer than six officers. If the chapter is large, it may be advantageous to elect additional officers. Assist students in selecting the offices that will best serve the local need.

- Have the local chapter officers prepare brief reports describing their duties and present the reports to each technology education class.

- Discuss the officers' roles in TSA ceremonies. Have students practice the ceremonies in class. This is an excellent method for determining which students are best suited to serve on the team for competition. Encourage each student to memorize his or her part and to practice voice quality and body movement in front of a friend or mirror.

- Schedule ceremonies competition between class members and select class teams. Then schedule competition between the classes. Present awards for the outstanding class.

- Invite officers from another TSA chapter to conduct an initiation ceremony for new members.

- Refer students to Activity Sheet 1 to help prepare them to participate in a TSA meeting.

Objective 3

- Review the steps in the election process, using the material in the information sheets. Use this information when organizing a class chapter.

- Invite a former TSA member, a dynamic leader from a trade association, a local politician or civic leader, or a member of the advisory council to visit the class and present a motivational speech encouraging students to run for offices.

- Review procedures for nominations, campaigns, elections, and installations of officers.

  NOTE: Inquire about school regulations involving campaigns before discussing procedures with the students.

- Explain to the students that electing officers should be done with careful consideration. Candidates should be considered on the basis of their qualifications for the position and their dependability.

- Assist the election committee in selecting a nomination procedure.

  Candidate filing forms allow those who are interested in serving to nominate themselves. These forms encourage commitment without embarrassment, ensure a slate of candidates prior to the election, and provide time for campaign planning. They also offer early involvement for everyone, either as a candidate or as a petition signer. A week should be sufficient time for candidates to gather signatures for their petitions.

Selection by a nominating committee recommends one or more candidates for each office, after making certain each candidate is willing to serve. A committee runs the risk of passing over students who would like to run and who are potentially good officers.

Nominations from the floor during a TSA chapter business meeting are the easiest if the chapter has waited too long to allow time for a full-fledged campaign; however, this method often turns into a popularity contest.

Selection by the advisor takes the motivation away from the students and deprives them of the benefits of participation in the democratic process.

- Assist students in setting up guidelines for campaign speeches, and allow time in advance of balloting for serious thought by members. Consider a "Meet the Candidates" event including speeches as well as informal time. Time limits of five minutes for each speech should be set and followed.

- Assist students in preparing for balloting.

  Ballot method ensures absolute freedom and privacy for each voter to vote his or her conscience without regard to group pressure. This method means that paper ballots must be printed. Ample time should be allowed for preparation.

  If the election committee has decided to take nominations from the floor, **hand or voice vote** will probably be most satisfactory since there will not be time to print ballots. This method can result in loss of confidence by candidates who do not do well. A variation of this method, in which one officer is elected at a time, allows runners-up to run for other offices.

  When ballots have been cast, an impartial outsider should be recruited to tally the votes. Counting should be done immediately, and results should be announced as soon as possible. The announcer should be prepared to congratulate winners and runners-up for their efforts. Avoid announcing actual vote count. Put runners-up to work on committees to maintain their interest in the chapter and to use their demonstrated abilities.

- Make officer installation a highlight of the election. Invite parents, administrators, advisory committee members, and media. Choose a place large enough and comfortable enough for all members and guests. The ceremony is a serious one and should be carried out with dignity. Make sure that the installation ceremony is held within a week of the election.

Objective 4

- Explain to the students that a committee is a specialized group made up of chapter members responsible for the tasks of the chapter in a particular area. Emphasize that committees are essential to an active TSA chapter because they ensure the completion of assigned tasks and projects.

  NOTE: As an advisor, bear in mind that the committee's function is to produce a list of selected activities, not to make a final decision as to which activities the chapter as a whole will elect to carry out. Stress the importance of quality, not quantity. The number of activities each committee plans is not nearly as important as the lessons learned from each activity that is carried out successfully.

- Lead a discussion concerning the procedures used in committees. Point out that a committee resembles a miniature chapter. It holds regularly scheduled meetings, follows an agenda, has a committee chairman who functions much like a president, and members who participate as they would in a chapter meeting.

- Help students understand why committees are needed to carry out a balanced program of work. A chapter has four choices.

  Let the advisor do all the work — This option may sound ridiculous, but when chapter members do not understand how to use committees, they may get frustrated and call on the advisor for assistance. It is sometimes a temptation to step in and make decisions for the group, rather than to guide the students to make their own decisions. The result, of course, is that the students are deprived of important learning experiences. Also, it is obvious that if one person could do all the work, there would be no reason to have a chapter in the first place.

  Let officers do all the work — Chapter members should understand that officers are not the chapter workhorses. No team relies on the team captains to win the game while team members sit on the sidelines. There are simply not enough hours in the day for five or six officers to plan, carry out, and evaluate all of the chapter's activities, in addition to holding chapter meetings, attending school, learning a job skill, doing homework, and perhaps holding down a job. A major point in the TSA program (and in the workplace) is that people need to work together.

Do the work as a group — At first glance, this option may appear to be the most democratic. If TSA's goal is total student involvement, everyone should have a chance to offer some ideas at the chapter business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board if the work was attempted by a large group.

Divide workload into manageable portions and let committees handle it — Committees are, by process of elimination, the best workable solution to the problem of getting things done, instead of simply getting them thought about.

Objectives 5 and 6

- Introduce basic types of committees, how committees are set up, and TSA chapter activity areas. Remind chapter members that the chapter president is ultimately responsible for naming the committee chairmen. Before the president makes the appointments, however, the chapter executive council should meet to discuss chapter needs and directions, and to determine whether any committees must be eliminated or added.

- Conduct interest polls to help match students to committees of interest.

- Emphasize to students that every TSA member is an important and integral part of the chapter. Every member has responsibilities and should carry out these responsibilities through committees.

- Ask students to set up committees to plan programs and activities for the year.

Objective 7

- Have students make individual lists of characteristics of an effective chairman. Ask each student to exchange lists with another student and try to add another characteristic of an effective chairman. Have each student exchange lists with yet another student to repeat the process. Ask one student to make a composite list on the chalkboard. Have students compare their composite lists with the characteristics listed in the information sheets.

- Lead a discussion concerning ways each student can develop the characteristics of an effective chairman.

- Invite a TSA Alumni member, who served as a chairman, to visit the class and discuss duties involved in serving as a chairman.

Objective 8

- Lead a discussion concerning the local chapter's method of selecting voting delegates.

- Have a former voting delegate visit the class and present a brief overview of his or her experience as a voting delegate. The overview should include information such as the responsibilities of voting delegates, how they helped TSA meet goals by being voting delegates, and how they earned the privilege of being selected.

Objective 9

- Emphasize that the program of work is the heartbeat of TSA. Point out that the program of work is what the chapter is going to do during the year, and that the chapter will provide opportunities for participating in a variety of activities based on members' interests

- Show students scrapbooks of pictures and articles related to the previous year's activities and discuss future events.

- Refer students to Supplement 1, which provides information on preparing news releases.

- Invite the previous year's TSA chapter president to speak to the class on last year's activities and encourage students to participate in TSA.

- Refer students to Supplement 2, which provides a mock local TSA Constitution and Bylaws.

Objective 10

- Divide the students into small groups. Select a random activity, such as a bake sale or a talent show. Ask each group to answer the questions presented in Objective 10 for the activity. Compare group responses in class.

- Have students complete Assignment Sheet 1: prepare a one-year program of work.

Objective 11

- Use the *TSA Competitive Events Guidelines* to discuss the specific details of the various competitive events in which TSA members may enter.
- Conduct class competitive events to prepare students for the state and national events.
- Conduct an interest poll to determine what event each student would like to prepare to enter.

Objective 12

- Set up a panel of students who attended the previous year's state and/or national conference. Have panel members prepare brief reports summarizing events of the conferences they attended. Allow time for a question and answer session.

Objective 13

- Use the *TSA — Chapter Handbook* to provide information concerning the requirements for receiving each award or recognition presented in TSA.
- Have students select one award or recognition and hypothetically choose a person to receive that award. Instruct students to write brief paragraphs describing why they believe the person qualifies for the award.

APPLICATION

Objective 14

- If not completed earlier in this unit, use Assignment Sheet 1 to plan a one-year program of work.

EVALUATION

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.
- Evaluate the students on the assignment sheet activity if not previously done.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. If required, adjust scope, sequence, or instructional approaches for additional lessons.

SUGGESTED RESOURCES

Publications

- *TSA — Chapter Handbook*. Reston, Virginia: Technology Student Association, 1989.

- *TSA Competitive Events Guidelines*. Reston, Virginia: Technology Student Association, 1990.

NOTE: Ordering and cost information may be obtained from Executive Director, Technology Student Association, 1914 Association Drive, Reston, Virginia 22091, phone 703-860-9000.

UNIT REFERENCES

- *AIASA — Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.

- *HOSA — Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1989.

- Patton, Bob, et. al. *VICA — Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

- *TSA — Chapter Handbook*. Reston, Virginia: Technology Student Association, 1989.

INFORMATION SHEET	TSA ACTIVITIES	II

OBJECTIVE 1

Match terms associated with TSA chapter activities to their correct definitions.

- **Agenda** — Organized listing of an order of business for a meeting
- **Executive committee** — Standing committee that acts to expedite planning; usually made up of chapter officers and standing committee chairman
- **Extemporaneous speech** — Talk delivered on an assigned topic with a minimum of advanced preparation
- **Parliamentary procedure** — Set of rules for conducting a meeting in an organized and efficient manner
- **Program of work** — Calendar of activities covering a definite period to guide a chapter's actions and work
- **Voting delegate** — Representative chosen to exercise his or her chapter's voting privileges at a TSA conference

OBJECTIVE 2

Match chapter officers to their correct duties.

Chapter officers are a vital part of the local chapter. The officer must be willing to work hard to perform his or her duties. All officers share the common duty of leading the chapter to success. TSA chapter officers and their duties are as follows:

NOTE: The duties of some officers may be combined depending on the size of the chapter.

- **President** — Presides over all chapter meetings; serves as ex officio member at all committee meetings; coordinates and supervises all efforts of chapter officers and committees; leader of personnel system; calls cleanup
- **Vice President** — Assists the president; presides over chapter activities in the absence of the president; serves as chairman of Program of Work and Membership Committees
- **Secretary** — Prepares and reads minutes of all chapter meetings; maintains membership list and record of attendance; answers all chapter correspondence promptly; counts and records all votes; reads all communications at meetings; prepares an agenda for meetings
- **Treasurer** — Keeps financial records of the chapter; takes care of supplies; serves on the Enterprising Committee

- **Reporter** — Prepares news releases regarding TSA activities for all media; reports to class on the progress of activities; writes articles or takes photos for school newspaper; serves on the Recognition Committee

- **Sergeant-at-Arms** — Secures and prepares meeting rooms; attends the door during meetings and greets visitors; makes sure meeting room is comfortable; ensures that meetings proceed without outside interruption; improvises and receives ideas for improving cleanup; oversees all cleanup personnel

- **Parliamentarian** (optional) — Informs all members of correct parliamentary procedures

OBJECTIVE 3 **Arrange in order the steps of the election process.**

The election process should be conducted in a professional manner. The qualifications of the candidates should be carefully considered before voting. The steps in the election process are as follows:

1. Appoint election committee

   NOTE: The duty of the election committee is to set guidelines for chapter elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.

2. Nominate officers

3. Campaign

4. Hold election

5. Install new officers

OBJECTIVE 4 **State the primary purposes of committees.**

Committees should involve as many members as possible. It is through the committees that all members are able to contribute to the direction of the chapter. The primary purposes of committees are as follows:

- To allow more students to become actively involved in chapter activities

- To equally distribute workload

- To provide chapter with information, or to make recommendations to chapter members

OBJECTIVE 5

Match the common types of committees to their lengths of service.

The various committees formed at the chapter level perform distinct tasks. The common types of committees and their lengths of service are as follows:

- **Standing** — Appointed for entire year

  EXAMPLES: Membership, program, finance, social, service, safety

- **Special** — Appointed as needed for specific activities

  EXAMPLES: Banquet, special event, scrapbook

OBJECTIVE 6

Arrange in order the steps in setting up committees.

Teamwork is an important factor in building a successful chapter. The steps for setting up committees are as follows:

1. Executive Committee decides which committees are needed to accomplish the goals of the organization

2. Chapter president appoints chairman

   NOTE: In many chapters, elected officers will serve as committee chairmen.

3. Officers make staffing assignments

   NOTE: Every chapter member should serve on at least one committee.

OBJECTIVE 7

List characteristics of an effective chairman.

A committee chairman is responsible for leading the committee. This leader needs to be organized and dedicated to completing the project. Characteristics of an effective chairman include the following:

- Ability to make fair and impartial judgments
- Ability to use parliamentary procedure effectively
- Neat appearance
- Self-confidence
- Willingness to work

OBJECTIVE 8

Select from a list criteria for choosing TSA voting delegates.

Voting delegates are very important to the chapter. They help ensure that TSA goals are accomplished. Voting delegates must meet the following criteria:

NOTE: Each local chapter is entitled to be represented at the state and national level by two voting delegates, elected or appointed at the local chapter.

- Active participation in all chapter meetings and assigned committees
- Successful achievement in classroom assignments and laboratory activities while maintaining achievement in other school subjects
- Willingness to listen to or seek members' opinions and carry out the decision of the majority

OBJECTIVE 9

List types of TSA chapter activities for a program of work.

Activities promote growth of individual members. They can also improve the school, the home, and the community. Chapter activities serve as showcases for the local chapter, state, and national organization. Activity areas for a program of work include the following:

- Civic and community

  EXAMPLES: Visit state government, guest speakers, safety campaigns, school improvement projects, adopt-a-highway programs

- Professional leadership

  EXAMPLES: Regular chapter meetings, active member participation, chapter newsletters, assembly programs, workshops and seminars

- Social

  EXAMPLES: Orientation of new members, dance, talent night, skating party

- Technological literacy and career exploration

  EXAMPLES: Trips to industrial firms, educational exhibits, attendance at state or national conference, educational films, guest speakers

OBJECTIVE 10

Select from a list considerations for choosing meaningful activities for a program of work.

The following questions may be used to analyze the quality of chapter activities:

- Does the activity contribute to the program of work objectives?
- Does the activity contribute to TSA goals?
- Does the activity reflect the thinking of the entire group?
- Does the activity allow for planning and implementation to be performed by students?
- Does the activity allow for committee work to contribute to the overall activity program?
- Does the activity ensure that leadership development is a major part of all activities?
- Does the activity reflect long-range as well as immediate plans?

OBJECTIVE 11

List TSA national competitive events.

The TSA competitive events program allows students opportunities to develop skills and abilities in specific areas of technology education. The program is also an excellent student recognition tool for TSA. TSA national competitive events, listed by category, include the following:

NOTE: Always obtain a copy of an updated list.

SYNERGETIC TECHNOLOGY

- Control Technology
- Technological Systems (Scheduled for implementation in 1992)
- Technology Bowl — Oral
- Technology Bowl — Written
- Technology Challenge
- Technology Problem Solving

- Technology Process Display
- Technology Research

COMMUNICATIONS TECHNOLOGY

- Computer-Aided Design/Drafting Architectural
- Computer-Aided Design/Drafting Mechanical
- Engineering Graphic Analysis
- Graphic Design
- Promotional Communications (Scheduled for implementation in 1992)
- Safety Illustration
- Technical Report Writing

CONSTRUCTION TECHNOLOGY

- Architectural Models
- Construction Technology
- Structural Engineering

MANUFACTURING TECHNOLOGY

- Manufacturing Prototype
- Manufacturing Technology (Scheduled for implementation in 1992)
- Material Processes
- Research and Design (Metric 500)

TRANSPORTATION — POWER/ENERGY TECHNOLOGY

- Aerospace Technology (Scheduled for implementation in 1992)
- Electricity/Electronics
- Radio Control Transportation

LEADERSHIP

- Chapter Team
- Extemporaneous Speaking
- Illustrated Presentations (Scheduled for implementation in 1992)
- Prepared Speech

RECOGNITION

- Outstanding TSA Advisor
- Outstanding TSA Chapter
- Outstanding TSA Student

OBJECTIVE 12 **List TSA conferences.**

The general purpose of a TSA conference is to provide activities that contribute to the personal development of all TSA members. Conferences are exciting and rewarding activities.

- National

  NOTE: The national conference is held annually.

- State

  NOTE: The state conference is held prior to the national conference each year.

OBJECTIVE 13 **List TSA awards and recognitions.**

TSA presents awards in recognition of achievement, merit, and leadership. TSA recognizes its members in the following ways:

- National Competitive Events
- National Finalist Award
- Certificate of Participation
- Certificate of Appreciation/Recognition
- Certificate of Affiliation
- Outstanding Recognition Award

- Distinguished Student Award
- Distinguished Service Award
- Honorary Life Membership
- Bronze, Silver and Gold Achievement Pins
- Membership Card
- American Spirit Award

PREPARING NEWS RELEASES

PRESS RELEASES (Use letterhead stationery)

EVENT: _____

DATE: _____

LOCATION: _____

- Write a special hook to entice the reporter or assignment editor.

  EXAMPLE: In the development of Watonga's new city park, members of the area Technology Student Association drew up plans for a children's space center — the city has accepted those plans and TSA members will be helping execute the plans Saturday, July 12, from 9AM — 3PM.

  If you have any questions or want additional information, contact: Superintendent John Green at 111-1111.

- If the location is unusual, give directions and parking instructions. (The park is at Pine and 31st.)

- Staple any additional information of interest to the back.

  EXAMPLE: Newspaper clippings

- Send out the press release and follow with a phone call seeking a time commitment.

  NOTE: The preceding information applies to all news releases. However, the following information is used with television news releases and interviews.

TELEVISION NEWS RELEASES

- Name or names of people who will appear on the show (specify date)

  NOTE: Be sure spelling is correct and their professional titles are spelled out.

- Special information of the event

  EXAMPLE: TSA members are holding a workday Saturday afternoon to build toys for the needy. They will be demonstrating methods used to construct the toys and welcome interested citizens to take part in the workday.

- Specify special numbers to appear on the screen.

  EXAMPLE: If you have any questions . . .
  Call Teacher Jones at 111-1111.

ON-CAMERA INTERVIEWS

"Getting Ready"

- Prepare. Watch the show before appearing.

- Dress normally . . . however, avoid wearing all white or stripes; shiny jewelry may also cause a problem for cameras. If comfortable without them, take off glasses. They may cause a glare.

- Wear darker make-up. To reduce oily shine, use powder right before going on.

- Prepare a few interesting questions and answers . . . unusual things that the audience might remember.

"In the Studio"

- Forget about the cameras. Focus eye contact on the show host or reporter. Never follow the red lights on the camera. Do not be startled when you come up on the television monitors.

- Avoid rocking in the chair. Sit toward the front of the seat in as comfortable a position as possible. Lean forward . . . be enthusiastic.

- Watch body language . . . do not twirl the microphone cord, or a necktie or necklace.

- Be aware of signals from the studio crew/floor director that indicate when time is up. If you get a wrap, finish what you are saying and let the reporter or anchor take over.

- Answer questions as openly and to the point as possible. Use positive and upbeat statements avoiding technical jargon that no one except co-workers can understand.

- If not at liberty to comment, simply explain and end positively. For example say, "Just as soon as we can, we will have an explanation for you." Avoid a flat "No comment."

- Smile, if it is appropriate.

Used with permission of Karen Keith, News Anchor, KJRH — 2, Tulsa, Oklahoma.

CONSTITUTION OF THE _____ ASSOCIATION OF THE TECHNOLOGY STUDENT ASSOCIATION

ARTICLE I — NAME

Section 1. The official name of this organization shall be the _____ Association of the Technology Student Association and may be referred to as _____ TSA.

ARTICLE II — PURPOSES

Section 1. The purposes of the Association are:

(1) To assist local chapters in the growth and development of TSA.
(2) To increase the knowledge and understanding of our industrial technological society.
(3) To assist technology education students in making informed and meaningful occupational choices.

ARTICLE III — ORGANIZATION

Section 1. The _____ Association of TSA is an Association of Technology Education/Industrial Arts students in the school.

Section 2. The administration of _____ TSA will be vested in the Chapter Advisor and Chapter Officers.

ARTICLE IV — MEMBERSHIP

Section 1. Membership in TSA will be through the chartered local chapters.

Section 2. _____ TSA will be chartered as a member of TSA Incorporated, upon approval of the State Association.

Section 3. Classes of membership which shall be recognized by the _____ Association of TSA shall be: Active, Associate, Alumni, Professional, Honorary/Honorary Life Member.

Section 4. Active members shall be students who are presently enrolled in or who have satisfactorily completed a state-approved technology education and/or industrial arts course. An active member shall pay dues as established to hold an office, to participate in competitive events or projects, to serve as a voting delegate, or to otherwise represent their associations as may be approved by their association.

Section 5. Associate members shall be students who are enrolled in related fields of instruction with emphasis in technology education and/or industrial arts, or who have been previously enrolled in technology education/industrial arts programs. An associate member shall pay dues as established by the _____ Association of TSA. Associate members shall not have the right to vote or hold office.

Section 6. Alumni members shall consist of those individuals who have completed a technology education/industrial arts program (have been a former active or associate TSA member) and who have graduated from or left school. Alumni members shall not have the right to vote or hold office.

Section 7. Professional members are those persons engaged in education, business, and industry who have an interest in TSA and in the welfare of technology education/industrial arts. Professional members shall not have the right to vote or hold office.

Section 8. Honorary/Honorary Life Members may be individuals who have made or are making contributions to the advancement of technology education/industrial arts as may be approved by the state TSA executive committee, and shall be exempt from annual dues.

Section 9. The membership shall be July 1 to June 30.

ARTICLE V — VOTING

Section 1. All students who have paid their membership dues are allowed to vote.

ARTICLE VI — MEETINGS

Section 1. _____ TSA shall hold a monthly general assembly meeting, which will be set up by the executive committee.

Section 2. The executive committee shall have the right to set up special meetings.

ARTICLE VII — OFFICERS

Section 1. Officers of the _____ Association of TSA shall consist of a President, Vice President, Secretary, Treasurer, Reporter, and Sergeant-at-Arms.

Section 2. These officers shall be elected by a majority vote of the voting delegates at the second general meeting and shall hold this office for this year and until new officers are elected.

ARTICLE VIII — EMBLEM AND COLORS

Section 1. The emblem of the _____ Association of TSA shall be the same as those adopted by State and National TSA.

ARTICLE IX — MOTTO AND CREED

Section 1. The motto and creed of the _____ Association of TSA shall be the same as those adopted by the State and National Association of TSA.

ARTICLE X — RULES, REGULATIONS, AND BYLAWS

Section 1. Such rules, regulations, and bylaws as are seen necessary for the proper conduct of this organization shall be adopted.

Section 2. No rules, regulations, or bylaws shall be adopted which are contrary to this constitution.

Section 3. In all meetings, *Robert's Rules of Order, Newly Revised* shall serve as standard procedure.

BYLAWS

ARTICLE I — ELECTION OF STATE OFFICERS

Section 1. Eligibility

To serve as officers, students must meet all of the following requirements:

(1) Remain in good standing with the local, state, and national organizations and maintain above-average grades in all school work.
(2) Secure the written permission of the local administration to complete the duties and responsibilities associated with the office.
(3) Have served as a local officer.
(4) Have properly completed and submitted the officer nomination form to the state officer prior to the published deadline.

Section 2. Election Procedures

(1) State officers shall be elected by delegates who have been selected by the local chapter. Each local chapter is entitled to two voting delegates plus one additional vote for each state officer within the chapter, for the purpose of electing officers and transacting business of the state association.
(2) Nomination of state officers shall be submitted on the nomination form supplied by the state office and received by the state advisor postmarked 20 or more calendar days before the officer election.

(3) A chapter may nominate a maximum of two candidates for state office.
(4) Voting shall be by ballot and each officer shall be voted upon separately.
(5) Graduating seniors are not eligible to hold state office.

Section 3. Tenure

(1) All officers shall serve for one year. The terms of office will begin immediately after the adjournment of the state conference.
(2) State officers may not succeed themselves in the same office.

Section 4. Vacancies

(1) Vacancies that occur for state offices due to lack of candidates for that office will be filled by appointment of the association executive committee.
(2) A vacancy occurring in the unexpired term of State President shall automatically be filled by the Vice President. In the event the Vice President is unable to perform his or her duty, the executive committee shall appoint a member to fill the vacancy or conduct a special election to fill the vacancy. Nominees will be selected by the executive committee.
(3) A vacancy occurring in the unexpired term of the office of Vice President, Secretary, Reporter, Treasurer, or Sergeant-at-Arms will be filled by appointment of the executive committee or by a special election held by the executive committee. Nominees will be selected by the executive committee.

ARTICLE II — DUTIES OF OFFICERS

Section 1. Responsibilities of all state officers shall include:

(1) Shall lead and direct _____ TSA to the best of his/her ability keeping in mind the highest standards and ideals of the association.
(2) Obtain official TSA attire before representing the state association in an official capacity.
(3) Attend and represent _____ TSA at some of the following functions:

a. Student Organization Leadership Institute
b. National TSA Conference
c. Annual Vocational Teachers Conference, Technology Education Division
d. _____ Technology Education Association Fall Teachers Conference
e. Annual _____ TSA Fall Leadership Conference
f. Annual Regional Leadership Conference
g. Annual _____ TSA State Conference.
h. All executive committee meetings conducted throughout the year.

Section 2. Specific individual officer duties shall include:

(1) President

a. Preside at and conduct meetings according to parliamentary procedure.
b. Appoint committees and serve as ex officio member of each except the executive committee.
c. Keep the meetings moving at an interesting pace.
d. Call upon other officers to take the chair when necessary or desirable.
e. Keep association activities progressing in a satisfactory manner.
f. Represent the association in outside activities.

(2) Vice President

a. Assist the President.
b. Serve as President in the absence of the President.
c. Succeed the President in case of vacancy.
d. Serve as chairman of the membership and program committees
e. Meet with and be responsible for all committees.

(3) Secretary

a. Prepare and read the minutes of each meeting.
b. Count and record member votes.
c. Read correspondence and communications at meetings.
d. Keep permanent association records.
e. Post notices to members pertaining to association activities and send invitations to guests.
f. Be responsible for association correspondence.
g. Call the meetings to order in the absence of a presiding officer.

(4) Treasurer

a. Report all financial standings at each meeting.
b. Obtain and present ideas and suggestions for increasing the treasury and financing activities.
c. Assist with planning and arranging association activities.

(5) Reporter

a. Prepare articles for publication.
b. Contact members to obtain news regarding the association.
c. Contact personnel in charge of other publications and provide copy conforming to their requests.
d. Act as historian of the association by keeping association publications archives.
e. Assist with planning and arranging association exhibits.
f. Act as editor of association publications with the responsibility of developing and publishing.

(6) Sergeant-at-Arms

a. Serve as parliamentarian for the association.
b. Arrange meeting rooms and care for association paraphernalia.
c. Be responsible for the comfort of those present at all meetings.
d. Assist officer candidates prior to and during elections.
e. Arrange entertainment, refreshments, and other details related to meeting programs.

(7) Assistant State Advisor

a. Advise and counsel members and officers in such a way as to develop the leadership abilities of each.
b. Assist state officers in organizing and conducting association meetings.

(8) State Advisor

a. Be responsible for the welfare and direction of the association.
b. Maintain and report affiliation and membership records.
c. Serve as ex officio member of all committees.
d. Provide for efficient administration of association meetings and activities.

ARTICLE III — FINANCE

Section 1. Dues

(1) State membership dues shall be determined by the executive committee with approval from the membership at the annual state conference.
(2) Dues for the State Association shall be paid by each active member of the local chapter in order for the local chapter to become affiliated with the State Association.
(3) The amount set by the National Board of Directors of TSA as national dues shall be collected by the state advisor and forwarded to the national office by the established annual deadline.
(4) Each local chapter shall determine the amount of dues to be collected for use by the local chapter.

Section 2. Expenditures

(1) The state advisor shall collect monies and make disbursements for the association.
(2) Expenditures shall be for the welfare and promotion of the association.

ARTICLE IV — COMMITTEES

Section 1. Executive Committee

(1) The executive committee shall consist of all state and national elected officers who live in _____, the assistant state advisor, and the state advisor. The state advisor will act as chairman of this committee.
(2) The executive committee shall act on behalf of the association as necessary to promote the general welfare of the association when the association is not in session.

Section 2. Program Committee

(1) The program committee shall consist of the Vice President and three other officers.
(2) The program committee shall be responsible for the educational and recreational portion of the program.

Section 3. Membership Committee

(1) The membership committee shall consist of the Vice President as chairman, the President, and one advisor.

Section 4. Special Committees

(1) Special committees may be appointed by the President whenever deemed necessary.

ARTICLE V — AMENDMENTS

Section 1. Amendments to Constitution and Bylaws

(1) Amendments shall be submitted by the active members of the association.
(2) Amendments shall be submitted in writing to the association state office. Proposed amendments must be signed by at least two active members and must be postmarked a minimum of 60 days before the business meeting in which they will be introduced.
(3) The amendments must have been submitted in writing to each affiliated chapter at least two weeks prior to the business meeting in which they will be considered.
(4) The amendments shall be read to the membership at the first general session but may not be voted upon until the second general session. The amendments shall be read a second time to the membership and a vote taken.
(5) Two-thirds vote of the delegates present shall be necessary for adoption of amendments.

NAME _____

PARTICIPATE IN A TSA CHAPTER MEETING

INTRODUCTION

This activity sheet is designed to allow each student to participate in a mock TSA meeting. The activity includes taking part in opening and closing ceremonies, as well as conducting a mock agenda. The information obtained through this activity will help students develop a better understanding of the TSA organization and prepare them for an opportunity as a chapter officer.

DIRECTIONS

Use the TSA opening and closing ceremonies script located in the *TSA — Chapter Handbook* and the sample agenda provided below to conduct a TSA meeting. The instructor will assign each student a part to perform in the meeting. Memorize the assigned part before the meeting begins.

Sample Agenda

1. President calls the meeting to order.
2. Officers conduct opening ceremony.
3. Secretary reads the minutes of the preceding meeting. Any necessary corrections or additions are made, and the minutes are approved as read or as corrected.
4. The Treasurer's Report is read.
5. The Enterprising/Finance Committee report on fund-raising activities is read.
6. Special Committee Reports are read.

   The Teacher Appreciation Week Committee Report is read.
7. Unfinished business is addressed.

   The selection of the menu for the Appreciation banquet.
8. New business is addressed.

   The selection of the committee for the vocational education program's poster contest.

9. The program is introduced and presented.

   Mr. John Doe, manager of the local utility company will speak on occupational safety.

10. Announcements are made.

    The new TSA blazers have arrived and may be picked up after school tomorrow.

11. The officers conduct the closing ceremony.

ASSIGNMENT SHEET 1	TSA ACTIVITIES II

NAME _____ SCORE _____

OBJECTIVE 14 **Prepare a one-year TSA program of work.**

INTRODUCTION A carefully-planned program of work for the entire school year is an excellent way to build and maintain a strong, active, local TSA organization. The activities should be well-balanced to include educational, social, civic, and professional functions. This will make learning more interesting. Every member should have an opportunity to participate by planning, serving on committees, arranging for guest speakers, and assisting in fund drives.

DIRECTIONS Use the information and examples that follow to prepare a program of work.

NOTE: Each activity is an item of business to be considered, discussed, and brought to vote during a chapter meeting.

SUGGESTED CHAPTER ACTIVITIES

Technological Literacy and Career Exploration

Keeping current with the advances in technology and learning more about technological careers helps a person prepare for life after high school. From the following list, choose at least one activity.

- ☐ Arrange an industrial tour to industries such as General Motors, NASA, or Reynolds Aluminum.
- ☐ Visit Area Vo-Tech schools.
- ☐ Sponsor a program for a civic club on the environmental impact of technology.
- ☐ Acquire phone number to "Space Link" (NASA) for up-to-date happenings in the space industry.
- ☐ Participate in competitive events which reflect latest technology.
- ☐ Participate in technology displays in local shopping malls or centers.
- ☐ Prepare a report on futuristic technologies and related jobs.
- ☐ Invite a school counselor to class to discuss careers.
- ☐ Arrange to tour a major communications system such as Southwestern Bell Telephone.
- ☐ Have students prepare demonstrations showing industrial processes or technical information.
- ☐ Have students interview a technology education teacher to learn more about the profession.

Professional Development Activities

Becoming a professional doesn't stop with acquiring a skill. It also involves an increased awareness of the meaning of good citizenship and the importance of labor and management in the world of work. From the following list, select at least one TSA project *in addition* to TSA workshops.

- ☐ Plan a school assembly on technology education and TSA.
- ☐ Host a reception for TSA alumni; have the alumni tell how TSA has helped them in their work experiences.
- ☐ Establish an occupational or professional library.
- ☐ Attend a court session or a local government public meeting.
- ☐ Take a trip to a union hall, a local business, another TSA chapter, or a state legislature.
- ☐ Conduct programs at local civic clubs in conjunction with other vocational organizations.
- ☐ Invite guest speakers from labor and management organizations.
- ☐ Sponsor a Job Fair.
- ☐ Hold a workshop on parliamentary procedures, public speaking, or job interviews.
- ☐ Sponsor a debate.
- ☐ Provide training for entries in TSA leadership contests.
- ☐ Host a Technology Challenge Fair.
- ☐ Visit Area Vo-Tech schools.
- ☐ Encourage students to be judges in the elementary or junior high Science Fair.

Ways and Means Activities

Planning and participating in fund-raising activities allows one the financial means to carry out his or her other projects. Select at least one of the following ideas, or think of other ideas.

- ☐ Run the concession stand at school events.
- ☐ Have a bake sale.
- ☐ Have a rummage sale.
- ☐ Sell products from an approved TSA fund raiser.
- ☐ Sell greeting cards, school supplies, or homecoming mums.
- ☐ Hold a back-to-school, holiday, or Valentine's Day dance.
- ☐ Sell a service using occupational skills.
- ☐ Have a car wash.

Safety Activities

Being aware of potential hazards, both on and off the job, is part of becoming a responsible employee and citizen. Select at least one activity from this category.

- ☐ Invite a guest speaker to talk about occupational safety.
- ☐ Show a film on safety.
- ☐ Conduct a highway safety campaign.
- ☐ Have a safety poster or essay contest.
- ☐ Invite the local Red Cross to assist in a first-aid program.
- ☐ Participate in National Safety Week.
- ☐ Develop a poison control list or home reference; distribute it throughout the community.
- ☐ Keep a safety notebook up-to-date for safety contests.
- ☐ Conduct a program at a local civic club on hazardous waste.

Social Activities

Getting to know each other in something other than a business or classroom setting leads to increased cooperation in school and community. Choose at least one activity from the following list.

- ☐ Have a picnic or a backyard barbecue.
- ☐ Stage a talent show.
- ☐ Plan and hold a banquet for parents, spouses, or children.
- ☐ Hold a reception or other social event for future TSA members.
- ☐ Sponsor a dance, perhaps with another chapter.
- ☐ Hold a faculty reception.
- ☐ Have a swimming or skating party.
- ☐ Go on a hayride.
- ☐ Plan interchapter athletic events.
- ☐ Plan and hold an appreciation banquet.

Public Relations/Publicity Activities

Informing the community of chapter achievements brings the credit the chapter deserves. Remember, almost every TSA activity has public relations value. In addition to advising local news media of progress, select at least one of the following activities.

- ☐ Invite school administrators and advisory council members to visit a chapter meeting.
- ☐ Plan an assembly on vocational education and TSA.
- ☐ Circulate your chapter newsletter.
- ☐ Publicize TSA on a bulletin board or in a display case.
- ☐ Invite an advisory council member to attend a state or national conference.
- ☐ Join with a civic organization in a community service project.
- ☐ Conduct a membership drive with posters, PA announcements, and social events.
- ☐ Hold a "Dress Up TSA" day.
- ☐ Use National TSA Week to tell TSA's story in the school and in the community.
- ☐ Have an appreciation banquet.
- ☐ Plan a TSA co-curriculum banquet to foster professional cooperation.

Community Service Activities

Letting the local community know that the chapter is there and that it cares promotes understanding and good will. Plan and carry out at least one of the following activities that is appropriate to the local community.

- ☐ Invite members of a civic organization to a dinner; join them in a service project.
- ☐ Entertain at an orphanage, hospital, nursing home, jail, or mental health facility.
- ☐ "Adopt" a needy family for Thanksgiving; prepare a food basket for them.
- ☐ Encourage people to vote at election time.
- ☐ Hold a voter awareness seminar for students of voting age.
- ☐ Plan and carry out a beautification/conservation/renovation project.
- ☐ Collect toys for distribution to needy children.
- ☐ Plan a consumer education program.
- ☐ Hold a drug/alcohol abuse seminar.
- ☐ Plan and carry out a highway safety check.
- ☐ Hold a health fair; invite local physicians, nurses, and dentists to participate.
- ☐ Support the national TSA service project.
- ☐ Participate in adopt-a-highway program.

TSA Competitive Events

Preparing for and competing in an occupational or leadership event provides an opportunity to demonstrate skills. Participate in at least one of the activities suggested below.

- ☐ Work on displays for local, state, and/or national contests.
- ☐ Hold an open house when you have your local contests.
- ☐ Attend district, state, and national contests.
- ☐ Develop a chapter scrapbook for Outstanding Chapter contest.
- ☐ Have a public speaking contest.
- ☐ Work with TSA advisors to involve the instructional program advisory committee in the administration of local events.
- ☐ Get as many members as possible to participate in *all* contests.
- ☐ Publish contest dates and filing procedures.

SAMPLE PROGRAM OF WORK

SEPTEMBER
- Organizational Meeting (Orientation to TSA)
- Start Preparing Scrapbook
- Plan Year's Projects (Officers' pictures in newspaper)
- Membership Drive

OCTOBER
- TSA Party (Entertain new TSA members)
- Dinner Meeting (Restaurant, with guest speaker, former members)
- Plan to Attend District Leadership Conference

NOVEMBER
- Needy Family Project for Thanksgiving
  (Radio announcement; Newspaper coverage)
- Dinner Meeting (Same as October)

DECEMBER
- Holiday Party — Plan a dance with other chapters if possible
- School Project — Bulletin board, holiday music over public address system, devotion
- Community Service — Toys project (News coverage)

JANUARY
- Dinner Meeting (Same as October)
- Plan "TSA Week" Activities

FEBRUARY
- Open House for Parents
- Plan for State Conference
- Observe "National Vo-Tech Week/TSA"

MARCH
- Community Project — Clean-up, paint-up (News coverage)

APRIL
- Employer/Employee Banquet (News coverage)
- State Spring Conference (News coverage)

MAY
- Election of Officers for Next Year if Possible
- Last Meeting to Close School Year
- Show Recruiting Film

JUNE
- Participate in the National TSA Conference

JULY
- Attend TSA National Leadership Conference

AUGUST
- Organizational Meeting (Plan activities and train new officers)

WORKSHEET

AUGUST	ACTIVITIES	COMMENTS
	Organizational Meeting	
SEPTEMBER		
OCTOBER		
NOVEMBER		

DECEMBER	ACTIVITIES	COMMENTS
JANUARY		
FEBRUARY		
MARCH		

APRIL	ACTIVITIES	COMMENTS
MAY		
JUNE		
JULY		

ASSIGNMENT SHEET 1

Answers will vary from student to student. Answers should exhibit the use of thoughtful observations and careful planning.

TSA ACTIVITIES

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with TSA chapter activities to their correct definitions. Write the correct letters in the blanks.

_____1. Organized listing of an order of business for a meeting

_____2. Set of rules for conducting a meeting in an organized and efficient manner

_____3. Talk delivered on an assigned topic with a minimum of advanced preparation

_____4. Standing committee that acts to expedite planning; usually made up of chapter officers and standing committee chairman

_____5. Calendar of activities covering a definite period to guide a chapter's actions and work

_____6. Representative chosen to exercise his or her chapter's voting privileges at a TSA conference

a. Extemporaneous speech

b. Agenda

c. Executive committee

d. Schedule

e. Program of work

f. Voting delegate

g. Parliamentary procedure

h. Outstanding committee

OBJECTIVE 2

Match chapter officers to their correct duties. Write the correct letters in the blanks. Terms and definitions are continued on the following page.

_____1. Assists the president; presides over chapter activities in the absence of the president; serves as chairman of Program of Work and Membership Committees

_____2. Prepares news releases regarding TSA activities for all media; reports to class on the progress of activities; writes article or takes photos for school newspaper; serves on the Recognition Committee

a. Secretary

b. Senator

_____3. Presides over all chapter meetings; serves as ex officio member at all committee meetings; coordinates and supervises all efforts of chapter officers and committees; leader of personnel system; calls cleanup

_____4. Keeps financial records of the chapter; takes care of supplies; serves on the Enterprising Committee

_____5. Prepares and reads minutes of all chapter meetings; maintains membership list and record of attendance; answers all chapter correspondence promptly; counts and records all votes; reads all communications at meetings; prepares an agenda for meetings

_____6. Informs all members of correct parliamentary procedures

_____7. Secures and prepares meeting rooms; attends the door during meetings and greets visitors; makes sure meeting room is comfortable; ensures that meetings proceed without outside interruption; improvises and receives ideas for improving cleanup; oversees all cleanup personnel

c. Vice President

d. President

e. Historian

f. Reporter

g. Treasurer

h. Parliamentarian

i. Sergeant-at-Arms

j. Assistant Vice President

OBJECTIVE 3

Arrange in order the steps of the election process. Write the correct numbers in the blanks.

_____ Nominate officers

_____ Hold election

_____ Appoint election committee

_____ Install new officers

_____ Campaign

OBJECTIVE 4

State the primary purposes of committees.

_____

_____

_____

_____

_____

_____

OBJECTIVE 5

Match the common types of committees to their lengths of service. Write the correct letters in the blanks.

_____1. Appointed for entire year

_____2. Appointed as needed for specific activities

a. Special

b. Standing

c. Extra

d. By-standing

OBJECTIVE 6

Arrange in order the steps in setting up committees. Write the correct numbers in the blanks.

_____ Officers make staffing assignments

_____ Executive Committee decides which committees are needed to accomplish the goals of the organization

_____ Chapter president appoints chairman

OBJECTIVE 7

List characteristics of an effective chairman.

_____

_____

_____

_____

_____

OBJECTIVE 8

Select from the following list criteria for choosing TSA voting delegates. Write an "X" in the blank before each correct answer.

_____1. Serving as a state officer

_____2. Active participation in all chapter meetings and assigned committees

_____3. Maintaining a 4.0 grade average

_____4. Successful achievement in classroom assignments and laboratory activities while maintaining achievement in other school subjects

_____5. Willingness to listen to or seek members' opinions and carry out the decision of the majority

OBJECTIVE 9

List types of TSA chapter activities for a program of work.

_____

_____

_____

_____

OBJECTIVE 10

Select from the following list considerations for choosing meaningful activities for a program of work. Write an "X" in the blank before each correct answer.

_____1. Does the activity make a lot of money for the chapter?

_____2. Does the activity contribute to the program of work objectives?

_____3. Does the activity involve only chapter officers?

_____4. Does the activity contribute to TSA goals?

_____5. Does the activity reflect the thinking of the entire group?

_____6. Does the activity reflect long-range as well as immediate plans?

_____7. Does the activity allow for planning and implementation to be performed by students?

_____8. Does the activity contribute to a good time?

_____9. Does the activity allow for committee work to contribute to the overall activity program?

_____10. Does the activity ensure that leadership development is a major part of all activities?

OBJECTIVE 11 | **List six TSA national competitive events.**

_____

_____

_____

_____

_____

_____

OBJECTIVE 12 | **List TSA conferences.**

_____

_____

OBJECTIVE 13 | **List six TSA awards and recognitions.**

_____

_____

_____

_____

_____

_____

NOTICE | The following assignment sheet is not part of the written test. If this assignment has not been completed, check with the instructor.

OBJECTIVE 14 | **Prepare a one-year TSA program of work.** SCORE _____

OBJECTIVE 1

1. b
2. g
3. a
4. c
5. e
6. f

OBJECTIVE 2

1. c
2. f
3. d
4. g
5. a
6. h
7. i

OBJECTIVE 3

2, 4, 1, 5, 3

OBJECTIVE 4

Answer should include the following:

- To allow more students to become actively involved in chapter activities
- To equally distribute workload
- To provide chapter with information, or to make recommendations to chapter members

OBJECTIVE 5

1. b
2. a

OBJECTIVE 6

3, 1, 2

OBJECTIVE 7

Answer should include the following:

- Ability to make fair and impartial judgements
- Ability to use parliamentary procedure effectively
- Neat appearance
- Self-confidence
- Willingness to work

OBJECTIVE 8

2, 4, 5

OBJECTIVE 9

Answer should include the following:

- Civic and community
- Professional leadership
- Social
- Technological literacy and career exploration

OBJECTIVE 10

2, 4, 5, 6, 7, 9, 10

OBJECTIVE 11

Answer should include any six of the following:

SYNERGETIC TECHNOLOGY
- Control Technology
- Technological Systems
- Technology Bowl — Oral
- Technology Bowl — Written
- Technology Challenge
- Technology Problem Solving
- Technology Process Display
- Technology Research

COMMUNICATIONS TECHNOLOGY
- Computer-Aided Design/Drafting Architectural
- Computer-Aided Design/Drafting Mechanical
- Engineering Graphic Analysis
- Graphic Design
- Promotional Communications
- Safety Illustration
- Technical Report Writing

CONSTRUCTION TECHNOLOGY
- Architectural Models
- Construction Technology
- Structural Engineering

MANUFACTURING TECHNOLOGY
- Manufacturing Prototype
- Manufacturing Technology
- Material Processes
- Research and Design (Metric 500)

TRANSPORTATION — POWER/ENERGY TECHNOLOGY
- Aerospace Technology
- Electricity/Electronics
- Radio Control Transportation

LEADERSHIP

- Chapter Team
- Extemporaneous Speaking
- Illustrated Presentations
- Prepared Speech

RECOGNITION

- Outstanding TSA Advisor
- Outstanding TSA Chapter
- Outstanding TSA Student

OBJECTIVE 12

Answer should include the following:

- National
- State

OBJECTIVE 13

Answer should include any six of the following:

- National Competitive Events
- National Finalist Award
- Certificate of Participation
- Certificate of Appreciation/Recognition
- Certificate of Affiliation
- Outstanding Recognition Award
- Distinguished Student Award
- Distinguished Service Award
- Honorary Life Membership
- Bronze, Silver, and Gold Achievement Pins
- Membership Card
- American Spirit Award

OBJECTIVE 14

Refer to answers to Assignment Sheet 1.

OBJECTIVE SHEET

BECOMING A TSA LEADER

III

INTRODUCTION

TSA is an organization striving to achieve certain goals. Its leaders provide the direction and organization necessary to attain these goals. Effective leaders serve as role models and help develop committed followers. Leadership skills are attainable through practice and hard work. These skills serve as valuable assets throughout life.

UNIT OBJECTIVE

After completing this unit, the student should be able to apply leadership skills in the community and local chapter. The student will demonstrate competency by completing the assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match roles found in groups to their correct descriptions.
2. List characteristics of a team member.
3. Select from a list characteristics of an active TSA chapter member.
4. Define leadership.
5. List characteristics of a TSA leader.
6. Select from a list reasons for becoming a leader.
7. Select from a list steps in becoming an effective leader.
8. Match styles of leadership to their correct descriptions.
9. State ways to demonstrate leadership.
10. Select from a list characteristics of a strong TSA chapter leader.
11. List categories of organizations where leadership skills may be used.
12. List ways to make a favorable first impression.
13. Explain guidelines for making introductions correctly.
14. List guidelines for professional attire.

15. Select from a list proper manners to use when eating in public.

16. Research leaders within the local community. (Assignment Sheet 1)

17. Interview a person in a leadership role. (Assignment Sheet 2)

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Invite guest speakers to discuss leadership.
- Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.
- Gather scissors, tape, and construction paper to use with Supplement 2, "Production Company Simulation Game."

DELIVERY

Objective 1

- Use Transparency Masters 1 through 5 to discuss the different roles found in groups.
- Divide the students into groups of six or seven people, and assign each group a decision to make.

  EXAMPLES: TSA banquet theme, TSA annual fund raiser, TSA cookout menu, favorite TSA competitive event

  After the groups have reached decisions, discuss what roles were evidenced in the groups' decision-making processes, based on the descriptions of roles in the information sheets.

Objective 2

- Assign students to read *The Futurist* article "Beyond Leadership: The Importance of Followership." Use the article to point out the importance of effective followers.

  NOTE: Locate *The Futurist* by checking the school and/or public library.

- Ask students to react to the idea that psychologists say that we, the followers, set the limits for what our leaders are to be — and where we want them to lead us.

- Have each student prepare a brief report describing the roles a follower plays in an organization.

- Arrange to have a panel discussion on the topic of leaders and followers. Panel members should include group members and group leaders. Ask the panel members to focus discussion on how followers and leaders relate within a group and how important both are to an organization.

Objective 3

- Emphasize the relationship between membership and leadership that must exist in any successful operating organization.

- Write selected quotations on the chalkboard to help the students focus on the relationship between leaders and followers.

  EXAMPLES: "When a genuine leader has done his work, his followers will say, 'we have done it ourselves,' and feel that they can do great things without leaders."

  Eric Hoffer
  Longshoreman-philosopher

  "You take people as far as they will go, not as far as you would like them to go."

  Jeannette Rankin
  Congresswoman

  "I make progress by having people around me who are smarter than I am — and listening to them. And I assume that everyone is smarter about something than I am."

  Henry Kaiser
  Industrialist

  "No man will make a great leader who wants to do it all himself or get all the credit for doing it."

  Andrew Carnegie
  Industrialist

- Designate a day for all local TSA members to show pride in their organization. Members could be encouraged to wear their official attire, TSA buttons, or TSA T-shirts to school.

Objective 4

- Display Transparency Master 6, "Leadership," which provides Eisenhower's definition of leadership and important leadership traits.

- Help students develop personal meaning for the word "leadership." Write the names of selected leaders on the chalkboard. Ask students if they can identify them. Ask students what leadership qualities they associate with each leader. Encourage students to support their responses.

  EXAMPLES: Martin Luther King — Civil Rights leader

  John F. Kennedy — President of the United States

  Vince Lombardi — Coach of the Green Bay Packers and Washington Redskins

  Chris Evert — Tennis champion

  Neil Armstrong — Astronaut; first man on the moon

  Sandra Day O'Connor — Associate Justice of the Supreme Court of the United States

  Gloria Steinem — Women's Rights leader

  Shirley Temple Black — Diplomat; former actress

- Ask students to write the names of at least six national and world leaders that they admire and the names of leaders that they do not admire. Discuss why students do or do not respect these leaders.

- Have students complete Assignment Sheet 1.

Objective 5

- Have students read *The Futurist* articles entitled "Leadership and the Future" and "Futures—Creative Leadership" to generate discussion concerning leadership success.

  NOTE: Locate *The Futurist* by checking the school and/or public library.

- Use *Leadership Development* as a teaching resource to provide additional information on self-improvement.

- Help each student make an appointment to complete Assignment Sheet 2, which requires students to interview people in leadership roles. Make suggestions or recommendations as needed.

- Ask each student to identify a famous person who is considered a leader. Instruct each student to rate this person based on the traits listed in the information sheets. Have students use rating scales consisting of "High," "Average," and "Low." Discuss the resulting overall ratings.

Objective 6

- Invite a former TSA leader, such as a chapter advisor or chapter officer, to visit the class and discuss the influences on his or her life resulting from serving as a TSA leader.

- Demonstrate the importance of having leaders in an organization by conducting a mock TSA chapter meeting without any chapter officers. After the demonstration, discuss the positive and negative effects of having leaders to conduct meetings.

Objective 7

- Explain the steps of becoming an effective leader as presented in the information sheets.

- Have students complete Activity Sheet 1, which allows them to rate themselves as leaders. Based on the results of this activity, ask students how they might improve themselves as leaders in the school.

- Use Supplement 1 to generate a discussion about important components in leadership. Emphasize the importance of a good mental attitude, emotional stability, goal setting, and healthy habits.

Objective 8

- Use Transparency Master 7, "Leadership Styles," to help discuss the information presented in the information sheets.

- Make a list of various leaders in the local community or school on the chalkboard, and have the students place each leader in the right category.

  NOTE: Explain to the students that the categorization that the class arrives at for particular leaders may or may not be exact. Remind students that effective leaders have the ability to change their leadership styles and behaviors to work in different situations and groups.

- Use *The Situational Leader* and *Leadership is an Art* as additional resources for discussing leadership styles.

Objective 9

- Emphasize to the students that leadership is displayed in many ways. Point out that a person does not have to be a president or chairman to be a leader.

- Instruct students to keep a daily log for a week to record times when they display leadership. Ask students to record the situation by categorizing it as either family, friends and acquaintances, school, community, or work.

- View *Self-Esteem: Goal Setting*, and encourage students to implement the step-by-step plan for setting goals in their own lives.

- Have students complete Activity Sheet 2, "Values and Goals."

- Discuss the importance of writing objectives. Objectives are the steps taken to reach goals. Point out that goals can seem overwhelming without objectives.

- Use Handout 1, "Production Company Simulation Game," to demonstrate the interdependence existing between leaders and followers. Before beginning the game, lead a discussion on setting goals. Point out that there are two types of goals — long-term and short-term. Explain that a long-term goal may take months or even years to reach. A short-term goal can be reached immediately or in an hour, a day, or a week. Tell students that in the simulation game they will be making short-term goals.

  NOTE: To be most effective, this simulation should be repeated in 5-minute time intervals four times during one class period.

- After playing the Production Company Simulation Game, ask the following questions:

  What planning, assessing, organizing, delegating, or specializing took place?

  What roles were assigned in each group?

  Was there a display of leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

What happened when a member was absent or did not show up to complete his or her responsibilities?

EXAMPLE: The person not being allowed to begin the game

What happened when working conditions were not adequate?

EXAMPLE: When the scissors were not used for two minutes

What happened when members of the production group were late or did not have a good time schedule to follow in completing the task?

EXAMPLE: The people who quit working for one minute

Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

- Following the class discussion about the results of the simulation game, instruct each student to write a brief paragraph describing what he or she learned by participating in the game. Students should mention the importance of setting realistic goals, the necessity of supporting the supervisor, and the importance of cooperation and teamwork in accomplishing tasks and goals.

Objective 10

- Use *Management of Organizational Behavior: Utilizing Human Resources* as a teaching resource when discussing the characteristics of a strong TSA chapter leader.
- View *10 Keys to a More Powerful Personality*, a video that presents a success plan based on clarity, competence, concentration, common sense, creativity, consideration, consistency, commitment, courage, and confidence.

Objective 11

- Have students list the organizations that require leadership skills to function effectively and those where leadership skills are not necessary. Write the answers on the chalkboard and discuss the results.

  NOTE: After discussing the results, explain to the students that all organizations require leadership skills.

- Have each student select an organization, excluding TSA, and find out who the organization's leaders are. Instruct students to investigate the ways leadership skills are used in the selected organizations.

Objective 12

- Discuss the importance of making favorable first impressions. Have students generate a list of situations in which it is critical to make good impressions.

  EXAMPLES: A job interview, moving to a new school, opening a new business, joining a club or organization

- Cut out five pictures of various people from magazines. Show the pictures to the class and instruct students to write down three adjectives when they view the pictures. After viewing the pictures, discuss the students' responses. Find out if most students formed the same first impressions.

- Invite an employer to visit the class to discuss the importance of first impressions in relation to job interviews and job success. Ask the employer to identify important traits which can produce positive first impressions.

- Have students make a list of the things that affect their first impressions of people. Compile lists to make a class list on the chalkboard.

Objective 13

- Explain the proper way to handle introductions using the material in the information sheets. Follow up the explanation with a demonstration of the correct way to make introductions. Ask for volunteers to participate in the demonstration.

- Divide the students into small groups and have the groups role play situations which require introductions.

  EXAMPLES: Michele has joined TSA and is attending her first meeting. Michele has come to the meeting with her friend, Julio.

  Julie has two new friends coming to visit her at her home. Julie's mother will be at home.

  Rahim has arranged a blind date between David and Lynanne.

Beth's cousin, Jan, is staying for a week at her house and the elderly next-door neighbor, Elizabeth, has come over for a visit.

Jennifer and Sanjay are at a party and they do not know anyone there.

- Refer students to Unit V, *Giving Presentations*, which discusses the proper way to make platform introductions.

Objective 14

- Use *Projecting Image Impact Through Clothing* as a teaching resource to help students learn to evaluate, inventory, and select a wardrobe.
- Ask several of the students to model proper attire for the class. Be sure to include males and females.
- Have students collect pictures of people reflecting a professional image. Discuss in the class the reasons for the students' choices.
- Hand out and discuss *Wardrobe Tips for Men* and *Wardrobe Tips for Women*, which provide checklists for making total, positive impressions.
- Use *The New Guide to the Look of Success* as a teaching resource. This guide provides information about dressing appropriately for different occasions.

Objective 15

- Invite a home economist to visit the class and discuss the importance of using manners while eating in public.
- Arrange a class banquet to help students apply the proper eating guidelines. Assign each student a classmate to observe during the banquet. Instruct students to prepare critiques to be discussed in class.

APPLICATION

Objective 16

- If not assigned earlier, instruct students to complete Assignment Sheet 1.

Objective 17

- If not assigned earlier, instruct students to complete Assignment Sheet 2.

EVALUATION

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.
- Evaluate the students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. If required, adjust scope, sequence, or instructional approaches for additional lessons.

SUGGESTED RESOURCES

Audiovisual Materials

- *10 Keys to a More Powerful Personality*
- *Self-Esteem: Goal Setting*

NOTE: These videotapes are available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order these videotapes from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Instructional Media Specialist, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may order *10 Keys to a More Powerful Personality* from Ready Reference Press, P.O. Box 5249, Santa Monica, California 90405, phone 800-424-5627. *Self-Esteem: Goal Setting* is available from RMI Media Productions, Inc., 120 W. 72nd St., Kansas City, Missouri 64114, phone 800-821-5480.

Publications

- Burns, Marilyn and Tana Stufflebean. *Projecting Image Impact Through Clothing.* Home Economics Fact Sheet No. C-1204. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1989.
- Burns, Marilyn and Tana Stufflebean. *Wardrobe Tips for Men.* Home Economics Fact Sheet No. L-1203. Stillwater, Oklahoma: Oklahoma State University Cooperative Extension Service, 1987.

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  NOTE: Home Economics Fact Sheets and publication cost information may be obtained from the Oklahoma State University Cooperative Extension Center in each county, or may be ordered directly from Central Mailing Services, Oklahoma State University, Stillwater, Oklahoma 74079-0550, phone 405-755-5385.

- DePree, Max. *Leadership is an Art.* New York: Doubleday, 1989.

  NOTE: Ordering and cost information for this book may be obtained from Doubleday, 666 Fifth Ave., New York, New York 10103, phone 800-223-6834.

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- Hersey, Paul. *The Situational Leader.* New York: Warner Books, 1985.

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- Lundin, Stephen C. and Lynne C. Lancaster. "Beyond Leadership: The Importance of Followership." *The Futurist.* May-June 1990, pp. 18-22.

  NOTE: This article discusses the important roles followers play in an organization.

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  NOTE: Ordering and cost information for this book may be obtained from McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020, phone 212-512-2000 or 800-262-4729.

- *The New Guide to the Look of Success.* Washington, D.C.: Menswear Retailers of America, Men's Fashion Association of America, Inc., n.d.

  NOTE: Ordering and cost information for this pamphlet may be obtained from Menswear Retailers of America, 2011 Eye Street, N.W., Suite 600, Washington, D.C. 20006, phone 202-347-1932.

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PRODUCTION COMPANY SIMULATION GAME

Object — Setting and achieving realistic goals; working as a member of a productive team

Preparation

- Divide students into groups of approximately six to eight persons.
- Make a copy of the box pattern that follows for each group.
- Provide each group with the following materials; one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.

Activity

- Explain that each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.
- Demonstrate how to make construction paper boxes, using the pattern that follows.
- Instruct each "company" to set goals for the number of boxes they plan to produce during each 5-minute period.
- Have the supervisor of each company draw slips of paper that have problems written on them before you begin each 5-minute session.

EXAMPLES:

Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken off of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, broke down (team cannot use tape for first minute of the next round)

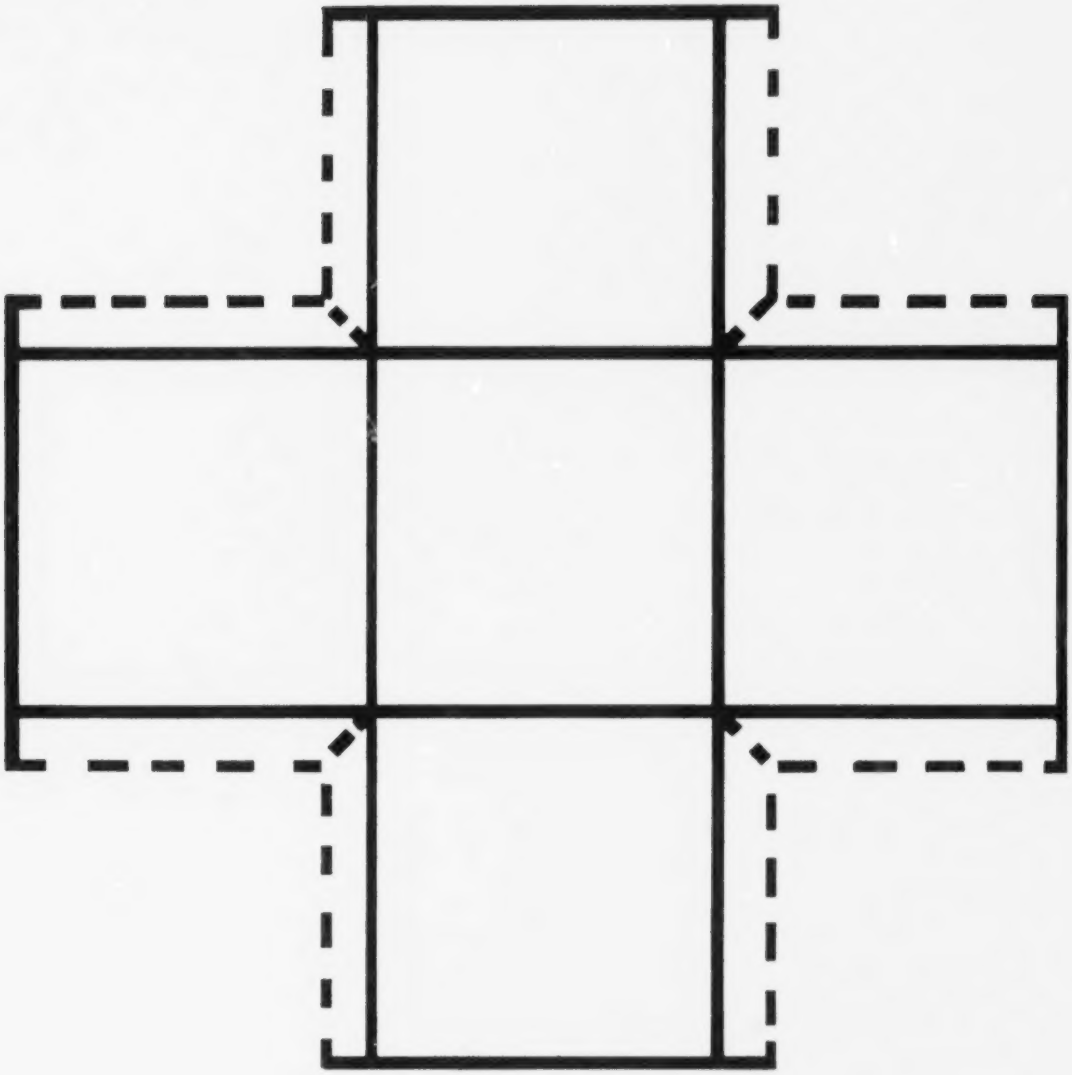
- Time each work period, and record the goals and actual achievements on the chalkboard.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Period #1	5	2	6	4	3	3	4	3
Period #2								
Period #3								
Period #4								

- Act as the Quality Control Department and do not accept poorly constructed boxes.
- Remind the "companies" that the number of boxes produced does not count until they have been delivered to the instructor.

  NOTE: After a few 5-minute periods, the companies should be setting and achieving realistic goals.
- Have students clean up the scraps of paper from the floor and work area.



OBJECTIVE 1

Match roles found in groups to their correct descriptions.

Group members, including the leaders, must assume certain responsibilities to ensure that the group's tasks are accomplished. As the group works together, members will play different roles at different times. Knowing about these roles can help any member function more effectively within the group. The following roles may be found in groups:

- **Blocker** — Tends to be negative to all ideas, rejecting without reason
- **Compromiser** — Yields own position and admits errors or offers to meet halfway
- **Distractor** — Displays lack of involvement in the group processes

  NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, and other forms of distracting behavior.
- **Dominator** — Tries to assert authority or superiority in manipulating the group or certain members
- **Elaborator** — Spells out suggestions in terms of examples

  NOTE: The elaborator offers a rationale for suggestions and tries to deduce how any idea or suggestion might work out if adopted by the group.
- **Encourager** — Praises, agrees with, and accepts the contributions of others

  NOTE: The encourager is able to draw out other people and make them feel that their ideas are important and worth hearing.
- **Follower** — Goes along with the movement of the group

  NOTE: The follower may be an excellent worker but more or less passively accepts the ideas of others, serving as an audience in group discussion and decision-making.
- **Information-giver** — Offers facts or generalizations to the group which are relative to his or her own experiences
- **Information-seeker** — Asks for information and facts pertinent to the problem being discussed

- **Initiator/contributor** — Suggests or proposes new ideas or changes to the group
- **Integrator** — Tries to extract key points from several ideas and show what they have in common
- **No-show** — Does not care enough to show up for meeting
- **Opinion-giver** — States own beliefs and emphasizes own views
- **Opinion-seeker** — Asks not for the facts primarily, but for a clarification of the values involved in a suggestion made or in alternative suggestions
- **Recognition-seeker** — Seeks in whatever way possible to call attention to himself or herself or to own activities and accomplishments
- **Recorder** — Writes down the suggestions and group decisions
- **Summarizer** — Pulls ideas together so group might see where they are in their deliberation

OBJECTIVE 2 **List characteristics of a team member.**

The success of a group depends upon a strong base of members who support and cooperate with the leaders. Learning to be an effective team member is the first step to becoming an effective leader. Effective team members:

- Contribute time, talents, and ideas to the group
- Cooperate with other group members
- Display enthusiasm
- Learn the history and significance of the organization
- Make sound decisions through teamwork

OBJECTIVE 3 **Select from a list characteristics of an active TSA chapter member.**

From TSA members come effective leaders and followers. All members are important to the organization's success. An active TSA member must possess the following characteristics:

- Assumes responsibility for sharing the business at hand during meetings

- Gives constructive criticism for the good of the chapter
- Has pride in chapter; is willing to express ideas for the chapter's benefit
- Is aware of purposes of chapter meetings and helps to accomplish these purposes
- Is in good standing with the state and national association, as well as the local school
- Is tolerant of other members' ideas

OBJECTIVE 4 **Define leadership.**

- Leadership is a combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow.

OBJECTIVE 5 **List characteristics of a TSA leader.**

Effective leaders have developed skills in areas that enable them to direct others to a common goal. A leader may not be strong in every area, but the following list represents characteristics that most leaders exhibit.

- Enthusiastic
- Hard-working
- Humble
- Neatly dressed and groomed
- Patriotic
- Polite
- Positive ATTITUDE
- Professional
- Responsible
- Self-motivator
- Self-understanding
- Success-oriented
- Well-mannered

OBJECTIVE 6

Select from a list reasons for becoming a leader.

Society needs leaders in schools, businesses, community and civic organizations, and all levels of government. Therefore, developing leadership skills enables a person to reach goals in society. Becoming a leader can be helpful in the following ways:

- Builds self-confidence
- Creates respect for others
- Develops critical-thinking skills
- Develops decision-making skills
- Develops effective communication skills
- Develops problem-solving skills
- Helps individuals to mature
- Improves living conditions
- Presents a challenge to develop leadership skills

OBJECTIVE 7

Select from a list steps in becoming an effective leader.

Effective leaders are made, not born. Leadership involves acquiring a set of learnable skills and applying the skills in life. Steps in becoming a leader include:

- Become a team member

  NOTE: It is important to become an effective team member before becoming an effective leader.

- Develop a plan for training as a leader
- Evaluate self as an effective leader
- Evaluate strong and weak points
- Study qualities of successful leaders

OBJECTIVE 8

Match styles of leadership to their correct descriptions.

The most successful leader uses aspects from the different types of leadership styles, depending on the circumstances and the people involved. Certain personalities seem to require different types of leadership. Successful leaders are often the people who are able to adapt their behavior to the unique circumstances of the situation. The three categories of leadership styles include the following:

- **Autocratic** Plans, organizes, controls, and coordinates the group

  Places more emphasis on completing a task than the group members' feelings about the decisions

  Relies primarily on personal judgment

  Provides close supervision

- **Democratic** Allows the group members opportunities to participate in the decision-making process

  Shows consideration for others' feelings

  Consults the group members for ideas on how to solve problems

  Selects solutions based on the input of group members

  Checks with group members periodically to reward and/or make necessary corrections

- **Laissez-faire** Defines a problem and the boundaries within which it must be solved and then allows group members to proceed to solve it

  Sets few guidelines

  Serves primarily as a resource person

OBJECTIVE 9

State ways to demonstrate leadership.

Every group or organization needs members that are capable of demonstrating leadership. Leadership may be demonstrated in the following groups:

FAMILY

- Abide by family rules
- Make a genuine effort to find and propose solutions or compromises when disagreements occur
- Make an effort to promote cooperation between family members
- Make an effort to get along with brothers and sisters
- Offer to help parents with projects, or brothers and sisters with homework or personal projects without being asked
- Perform assigned home chores willingly

FRIENDS AND ACQUAINTANCES

- Be loyal
- Do not give in to suggestions to do things that compromise personal values
- Give good advice if asked for it, and as little as possible if not
- Help to build friends' confidences by not putting them down, even in fun
- Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

SCHOOL

- Agree to hold a chapter office if asked to do so
- Be positive toward instructors and school administrators
- Be proud of the skills being learned
- Complete committee assignments
- Speak up in class and in chapter meetings
- Treat school property with respect
- Volunteer to serve on school and chapter committees

COMMUNITY

- Obey the laws
- Offer services as a volunteer for projects such as, encouraging others to vote, cleaning up the community, or collecting for charities
- Make an effort to learn about community government
- Read the newspaper
- Respect community property

WORK

- Abide by company rules
- Make a genuine effort to find and propose solutions or compromises when co-workers and supervisors disagree
- Make an effort to promote cooperation between co-workers
- Make an effort to get along with co-workers and supervisors
- Offer to help co-workers with duties or tasks without being asked
- Perform duties and tasks willingly

OBJECTIVE 10 **Select from a list characteristics of a strong TSA chapter leader.**

TSA leaders must be able to serve as officers and as the chapter's committee chairmen. They also represent their chapter before civic groups and are the ones most frequently seen by the public as leaders.

- Demonstrates interest by own attitude; practices good democratic principles in dealing with members
- Gives credit to others for their contributions
- Gives proper attention to planning TSA chapter meetings and committee work
- Has poise, confidence, and the capability to do a job
- Realizes the importance of letting others share in responsibilities; believes in the TSA organization and has a sincere desire to serve all members

OBJECTIVE 11

List categories of organizations where leadership skills may be used.

The purposes and activities of organizations can overlap in many areas. The differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work.

- Advisory committees

  EXAMPLES: Vocational program advisory committee, advisory committee for building a new lake near the city

- Age-oriented groups

  EXAMPLES: Scouts, senior citizens groups

- Athletic groups

  EXAMPLES: Riding clubs, ski clubs, little league baseball

- Charitable organizations

  EXAMPLES: United Way, Red Cross

- Civic/service clubs

  EXAMPLES: Kiwanis, Lions, Rotary, Exchange, Jaycees, Masons, Knights of Columbus, Shriners, Odd Fellows, Rainbows, Eastern Star, Elks Lodge, Moose Lodge

- Economic organizations

  EXAMPLES: Chamber of Commerce, cooperatives, Cattlemen's Association

- Political organizations

  EXAMPLES: Young Republicans, Young Democratics

- Professional organizations

  EXAMPLES: Business and Professional Women, National Education Association, Technology Education Division of American Vocational Association, International Technology Education Association with affiliated state groups

- Religious groups

  EXAMPLES: Youth groups, boards, committees

- School

  EXAMPLES: TSA, TECA, HOSA, FFA, VICA, DECA, FBLA, FHA/HERO, student council

- Special interest groups

  EXAMPLES: Veterans of Foreign Wars, American Legion, county fair board, Fraternal Order of Police, ecology groups, Alcoholics Anonymous

- Support groups

  EXAMPLES: Parent-Teacher Association, band boosters, TSA alumni groups

- Work

  EXAMPLES: Supervisor, co-worker, union member, technology education instructor

OBJECTIVE 12 **List ways to make a favorable first impression.**

TSA members share the responsibility for representing themselves, as well as the local chapter. A favorable first impression leads to good feelings. A poor first impression leads to negative feelings. Sometimes a person never gets the opportunity to correct a wrong first impression. Therefore, it is important to pay close attention to the messages being sent to other people.

- Give a firm handshake.

  NOTE: Do not grip the other person's hand too firmly or too limply.

- Smile and look the person in the eye when shaking hands.

- When introduced, repeat the person's name correctly and use it immediately.

- Talk with your new acquaintance, but do not try to do all of the talking.

  NOTE: Listening is a key leadership trait.

- Close the conversation with an expression of pleasure for having met the person.

OBJECTIVE 13 **Explain guidelines for making introductions correctly.**

When in a situation with people you have not met, take the initiative and introduce yourself to others. Often, people want to get acquainted but are too shy to make the first move. Taking the initiative is a desirable trait for TSA members to possess.

- Introduce yourself promptly, giving your first and last names.

  NOTE: Speak slowly and distinctly.

- Give the other person some information about yourself so that he or she may talk easily with you and will remember you.

  EXAMPLE: "Hi, I'm Craig MacKenzie. I just moved to Roosevelt City last week. I am a junior at Roosevelt High."

- If needed, repeat your name during later conversation so it may be remembered correctly.

When making introductions remember that you are introducing one person to another. First speak the name of the person to whom you want to show deference or respect. Speak slowly and distinctly, and mention something about the person so others can speak more easily with him or her and remember the name.

- Introduce a man to a woman.

  NOTE: When introducing ministers or men of special distinction or importance, introduce the man first.

  EXAMPLES: **Informal**

  "Miss Zhang, this is Mr. Johnson."

  "Winona, I'd like you to meet Cody Graham."

  Formal

  "Miss Hunt, may I introduce Mr. Hernandez?"

  "Mrs. Baker, may I introduce Mr. Reginald Davies?"

Man of distinction

"Bishop Thomasen, may I present my sister, Miss Hardin?"

- Introduce a young person to an older one.
- Introduce subordinates to superiors.

  EXAMPLE: "John, I'd like to introduce you to meet Ms. Jennifer Jennings. She is the general manager of the co-op."

- Introduce friends, both male and female, to your family.

  EXAMPLES: "Mother, this is April Jackson and Ray Holmes."

  "Stephanie, have you met my father?"

- Introduce a newcomer first and then the group members in a small group.

  EXAMPLE: "I'd like to introduce Don Rodgers. Don, this is Henry Barrera, Patty Carter, Katie Purswell, and Bill Weathers."

  NOTE: If the group is large, introduce the newcomer to a few guests nearby; other introductions are made later.

OBJECTIVE 14 | **List guidelines for professional attire.**

The way a person dresses is a big part of creating a positive image. To look professional a person needs to practice proper grooming plus wear clothes that fit and flatter. The following guidelines should be practiced for dressing properly:

- Buy the best quality that is affordable.
- Choose appropriate accessories.

  EXAMPLES: Add scarves, belts, and jewelry that complements the outfit. Wear polished shoes that are in good condition. Select hosiery free from pulls or runs.

- Invest in classic fashions; avoid investing in fads.
- Keep nails, hair, teeth, and body clean; use deodorant.

- Maintain good health and the right weight.

  NOTE: It is important to develop proper habits of eating, exercising, and resting.

- Select a basic color scheme.

- Sit, stand, and walk with straight posture.

- Wear a hairstyle that compliments the shape of the face and head.

  EXAMPLE: A person with a high forehead might try a hairstyle with bangs.

- Wear clothes that are neat, clean, and in good condition.

- Wear clothes that fit properly and are flattering.

  NOTE: Clothes should fit without being too tight or too loose.

OBJECTIVE 15

Select from a list proper manners to use when eating in public.

More than likely as a TSA member, there will be opportunities to eat in public; perhaps it will be the chapter banquet or part of a job interview. A person will feel more at ease if he or she is able to use proper manners.

- Try always to be pleasant and agreeable at meals.

- Do not put elbows on the table.

- Be on time for meals.

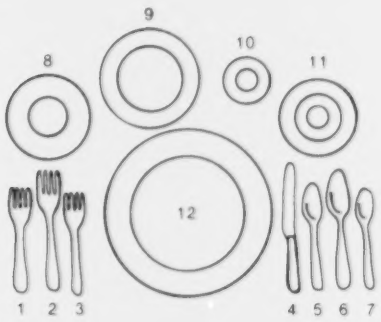
- Wait to begin eating until everyone at the table has been served.

- Place napkin in lap before starting to eat.

- Use the utensil on the outside first and work toward the plate. (Figure 1)

  NOTE: Arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.

FIGURE 1



1. Salad Fork
2. Dinner Fork
3. Dessert Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

- Eat quietly, and chew with mouth closed.

  NOTE: Do not talk with your mouth full.

- Use the fork in the left hand and knife in the right hand for cutting; transfer the fork to the right hand for eating.

  NOTE: This varies according to culture and locale. In many countries it is considered proper to avoid transferring the fork to the right hand.

- When using a napkin, touch it to one's lips lightly. Do not scrub.

- Place napkin on the table only after the hostess has done so. Never toss the napkin into the plate.

- Use fingers for finger foods.

  NOTE: Finger foods should rarely be served at formal meals.

- Season with salt and pepper if desired, but sample food before adding extra seasoning.

- Try to taste all foods served.

- Do not scrape dishes or stack plates at the table.

- Leave an appropriate tip.

  NOTE: A tip of 15 percent of the total bill is acceptable at most restaurants.

Leadership Components

Excelling in a leadership position involves many factors. People need to develop positive attitudes, problem-solving skills, high aspirations, and healthy self-images to excel. The following statements provide insight into the components of leadership.

THE MAGIC WORD

- The Magic Word is **ATTITUDE**!!!
- Attitude — the position or bearing indicating action, feeling, or mood.
- Life is a cause and effect relationship.
- Your attitude about yourself determines your attitude toward the world.
- Attitude is the reflection of a person—what is going on in the inside shows on the outside.
- Expect more good out of life than bad. Expect to succeed more than you fail.
- Your environment is really a mirror of your mental attitude.
- Small tasks completed are better than great tasks planned.
- Success rules will not work, unless you do.
- If you desire to make good somewhere, why not make good where you are?
- If I cannot do great things, I can do small things in a great way.
- "Before you can do something, you must first be something." — Goethe
- You must act, look and feel successful before you can become successful.
- Unto himself, each person is the most important individual on earth.
- Before a person can achieve the kind of life he wants, he must become that kind of individual.
- Mental attitude, more than mental abilities, causes the success or failure of any project.

SUMMARY

- It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.
- It is our attitude toward life which will determine life's attitude toward us.
- We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.
- Before we can achieve the kind of life we want, we must become that kind of individual . . . we must THINK, ACT, WALK, AND CONDUCT ourselves in all of our affairs—as would the person we wish to become.
- The higher you go in any organization of value, the better will be the attitudes you will find.
- Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold positive thoughts.
- The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.
- Part of a good attitude is to look for the best in new ideas . . . and look for good ideas everywhere.
- Do not waste time broadcasting your personal problems. It probably won't help you—it can't help others.
- Do not talk about your health unless it's good (unless you are talking to your doctor).
- Radiate the attitude of well-being, of confidence, of a person with a destination in mind.
- Show respect to all individuals.

MIRACLE OF YOUR MIND

- We use only 10% of our mental capacities.
- Successful people do have problems; but they have learned to solve their problems.
- Living successfully, getting the things we want from life, is a matter of solving the problems which stand between where we are now and the point we wish to reach!
- "The only thing about a man that is a man is his mind. Everything else you can find in a pig or a horse."

  Archibald Macleish

- Brainstorm daily.
- Of things people worry about:

  40% of them will never happen.
  30% have already happened and can't be changed.
  12% are needless worries about our health.
  10% are petty, miscellaneous worries.
  8% are real.

  Therefore, separate the real from the unreal and do not waste time or energy worrying about needless things.

- The only thing in the world that can take you to your goals in life is your mind.

GREEN PASTURES

- Each of us at this moment, is standing in the middle of his or her own "acres of diamonds."
- While we are looking at other pastures, other people are looking at ours!
- No matter what your goal may be, the road to it can be found somewhere in the work in which you now find yourself.
- Jobs do not have futures; people do.
- Develop *intelligent objectivity*.
- Know your profession!
- Successfully serving and getting along with people will determine success or failure.

- To become a professional, study these three subjects:

    1. Our company and industry
    2. Our job
    3. People

- We put ourselves into jugs beyond which we cannot grow. Let us remove the limitations we have set upon ourselves.

- Only preparation can ensure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.

- Put your imagination to work on the many ways and means of improving what you are now doing.

A WORTHY DESTINATION

- Keep track of unusual accomplishments.

- Have a goal—fix in your mind a point you have to reach.

- SUCCESS—Success is the realization of a worthy idea!

- We must decide for ourselves what our goals are.

- Proceeding successfully through a lifetime should be a matter of progressively setting and achieving goals, one after another, each a little bit better than the former.

- Establishing a goal is vital to success because "we become what we think about."

- "The man without a purpose is like a ship without a rudder." — Carlyle

THE PHYSICAL YOU (Mental and Emotional Health)

YOUR DAILY PRACTICE GUIDE TO THE HAPPINESS HABIT

- I will be as cheerful as possible.

- I will try to feel and act a little more friendly toward other people.

- I will be a little less critical and a little more tolerant of other people, their faults, failings, and mistakes.

- I will act as if success were inevitable.

- I will practice "acting like" and "feeling like" the new personality.

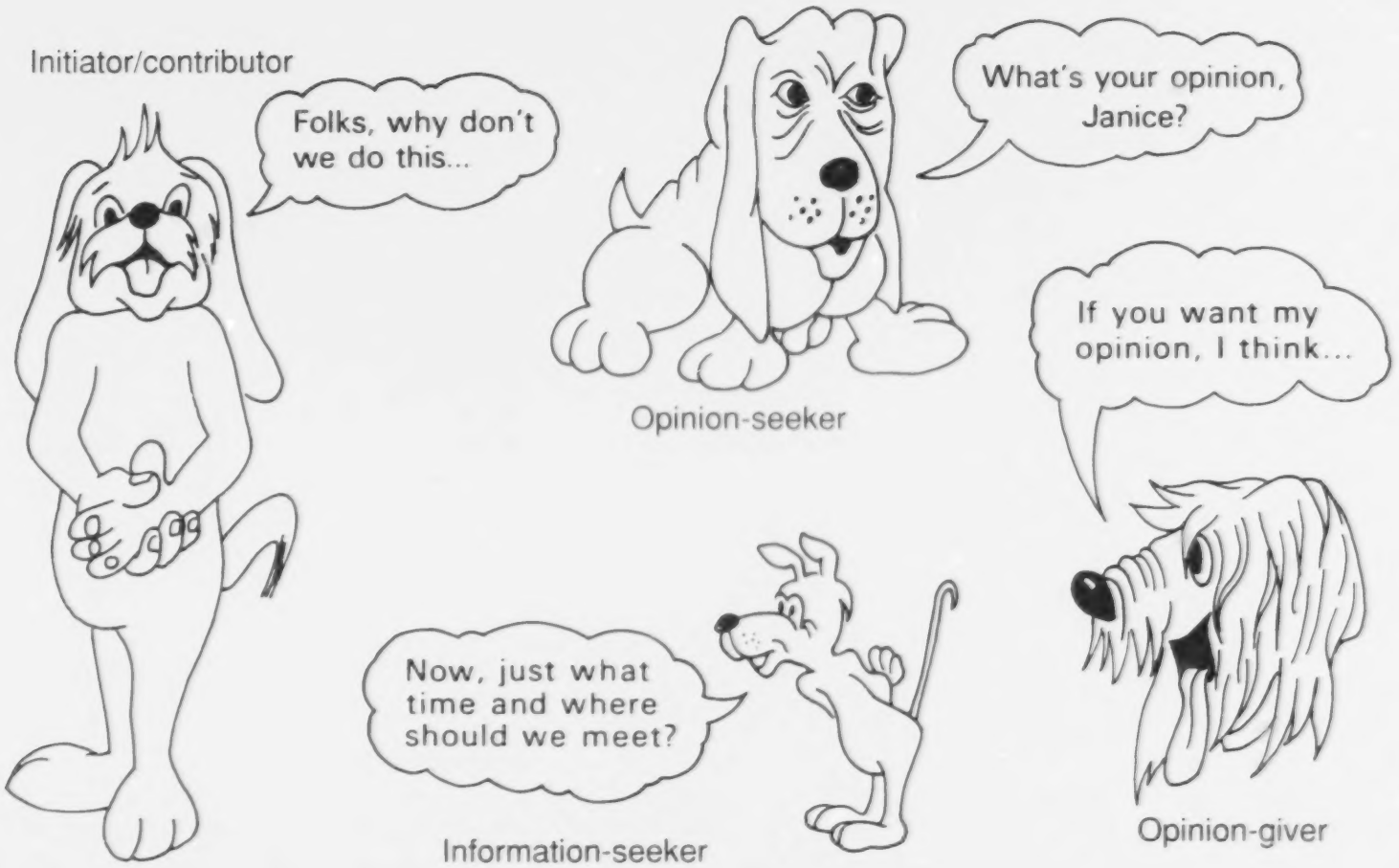
- I will not let my opinion color facts in a pessimistic or negative way.

- I will practice smiling at least three times during the day.

- I will react as calmly and as intelligently as possible regardless of what happens.

- I will ignore and close my mind to all those pessimistic and negative "facts" which I can do nothing about.
- I will practice good nutritional habits.

Roles Found In Groups



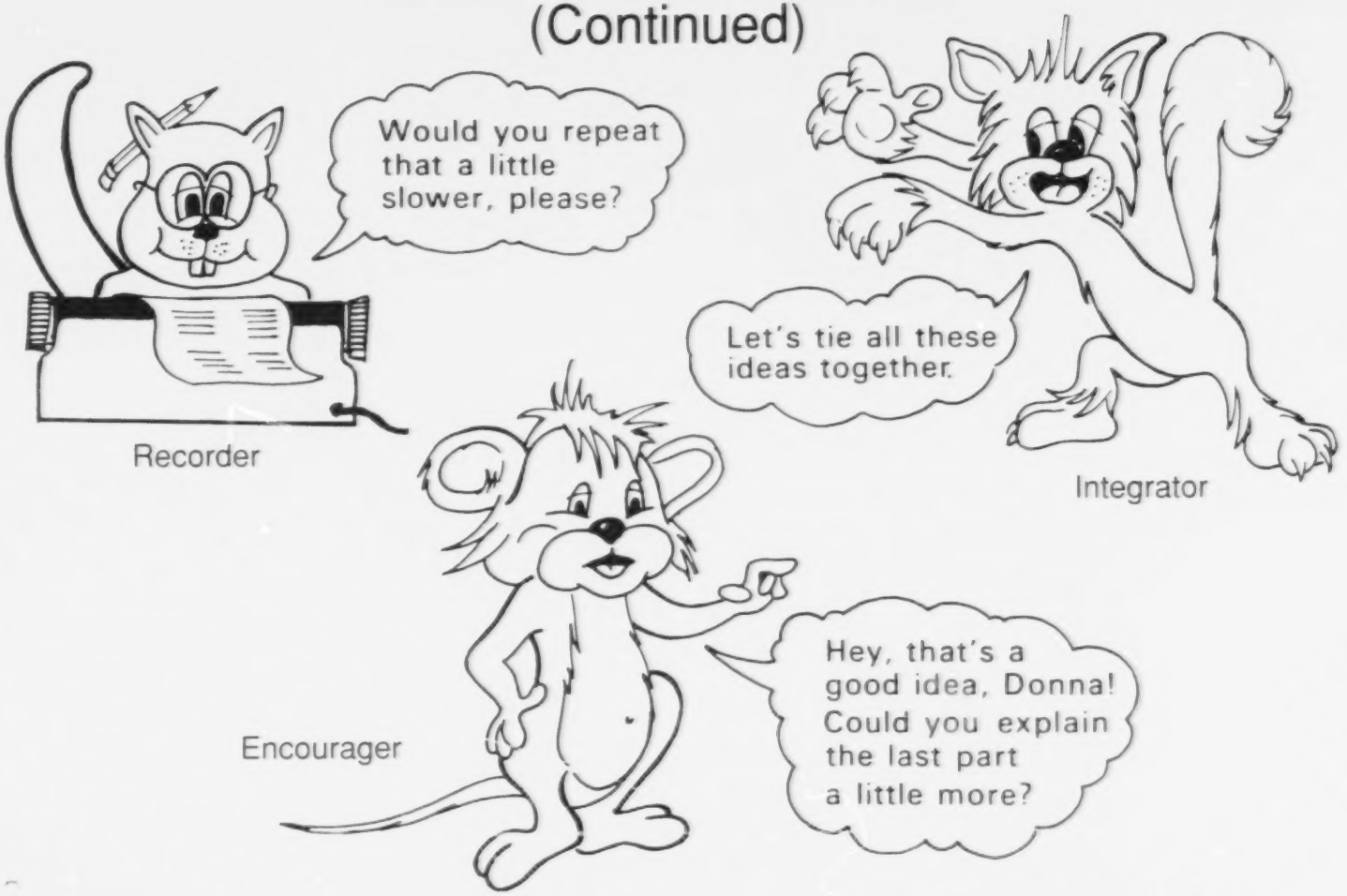
TRANSPARENCY MASTER 1 — TSA
III - 39

TM 1

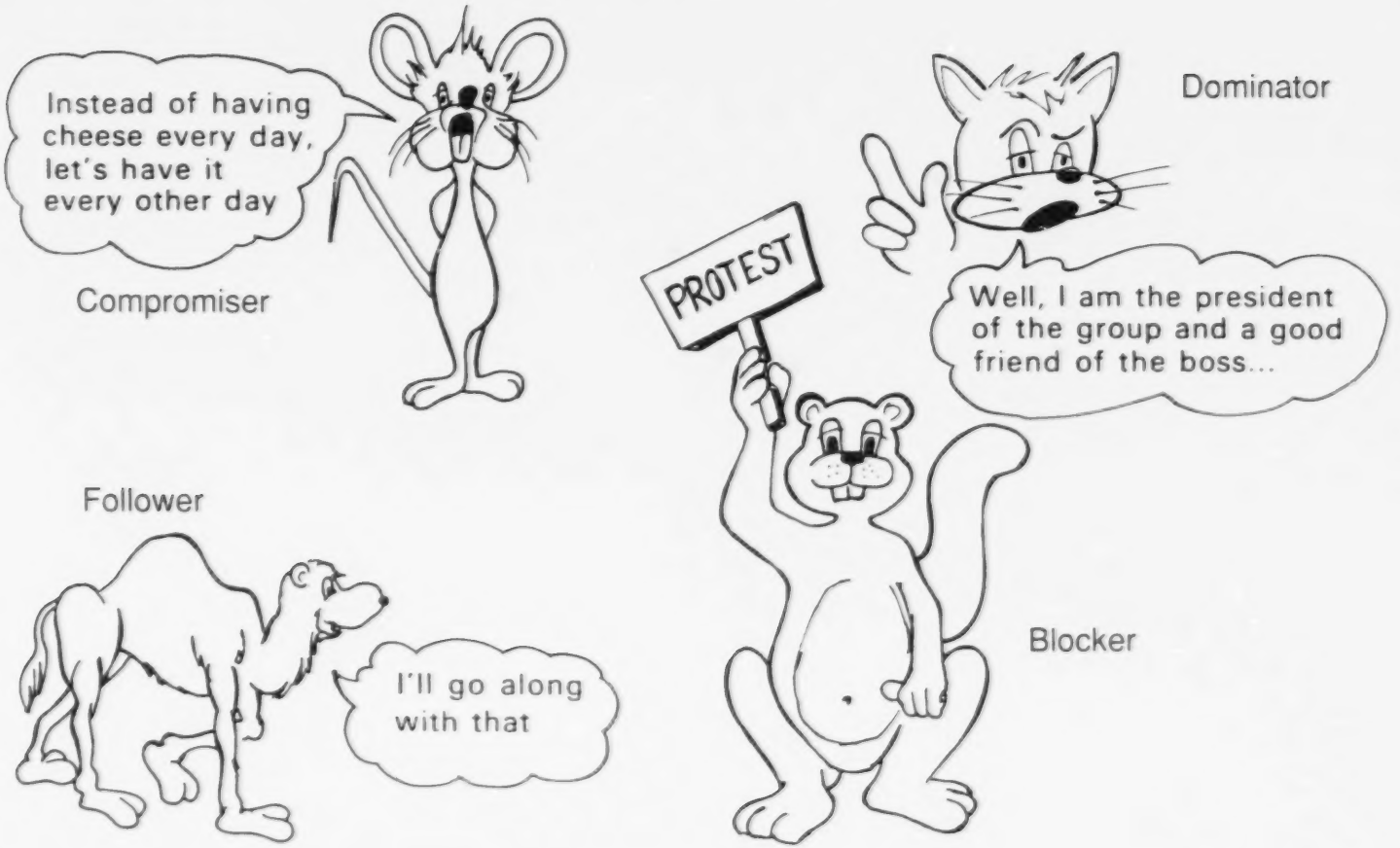
Roles Found In Groups
(Continued)

Information-giver
For your information, we already did that, Sam
Elaborator
I suggest we do this, and this, and use this way to do it
Uh, let's see, so far we gonna do dis, dis and dat. Right?
Summarizer

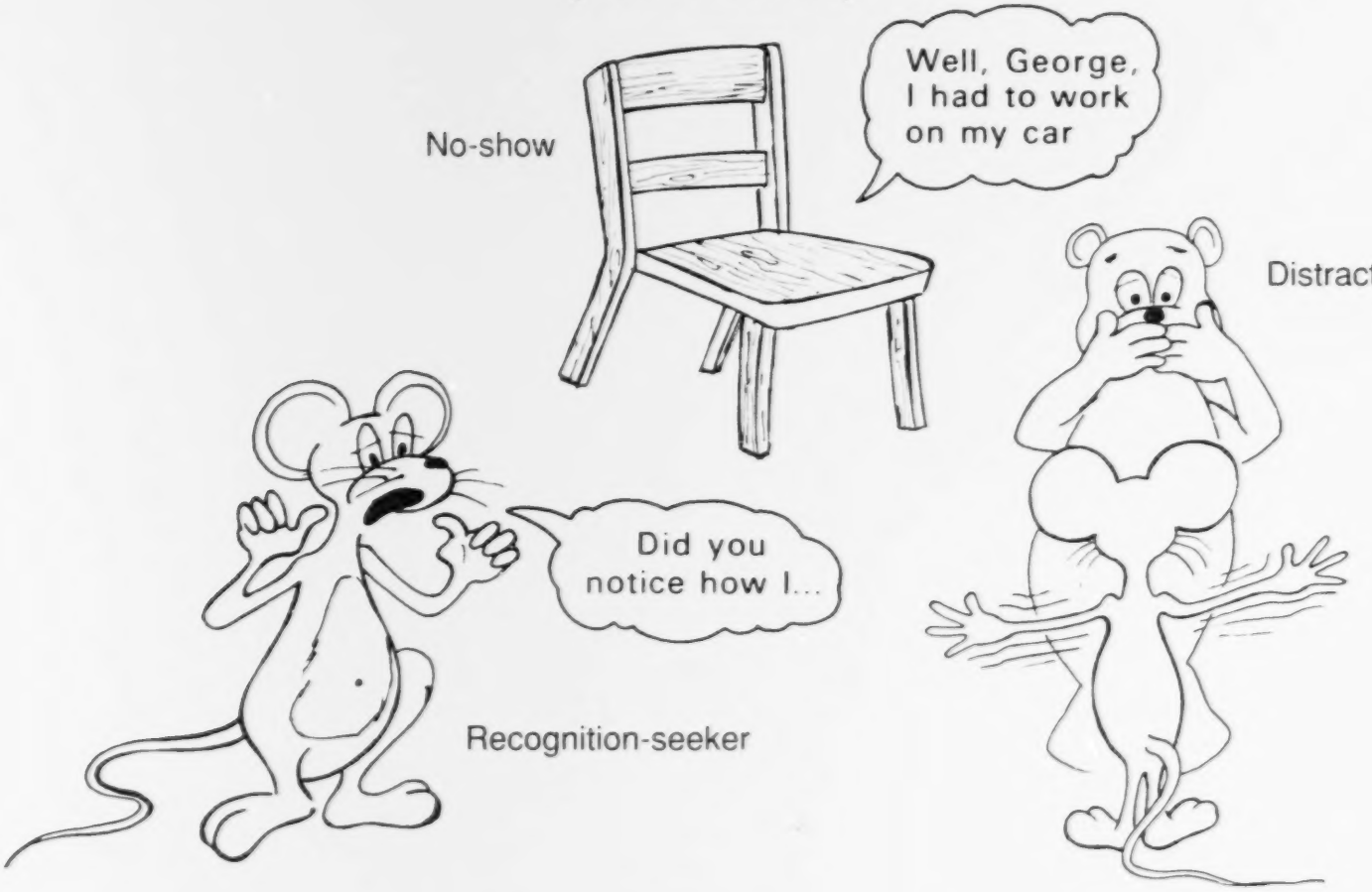
Roles Found In Groups
(Continued)


Would you repeat that a little slower, please?
Recorder
Let's tie all these ideas together.
Integrator
Hey, that's a good idea, Donna! Could you explain the last part a little more?
Encourager

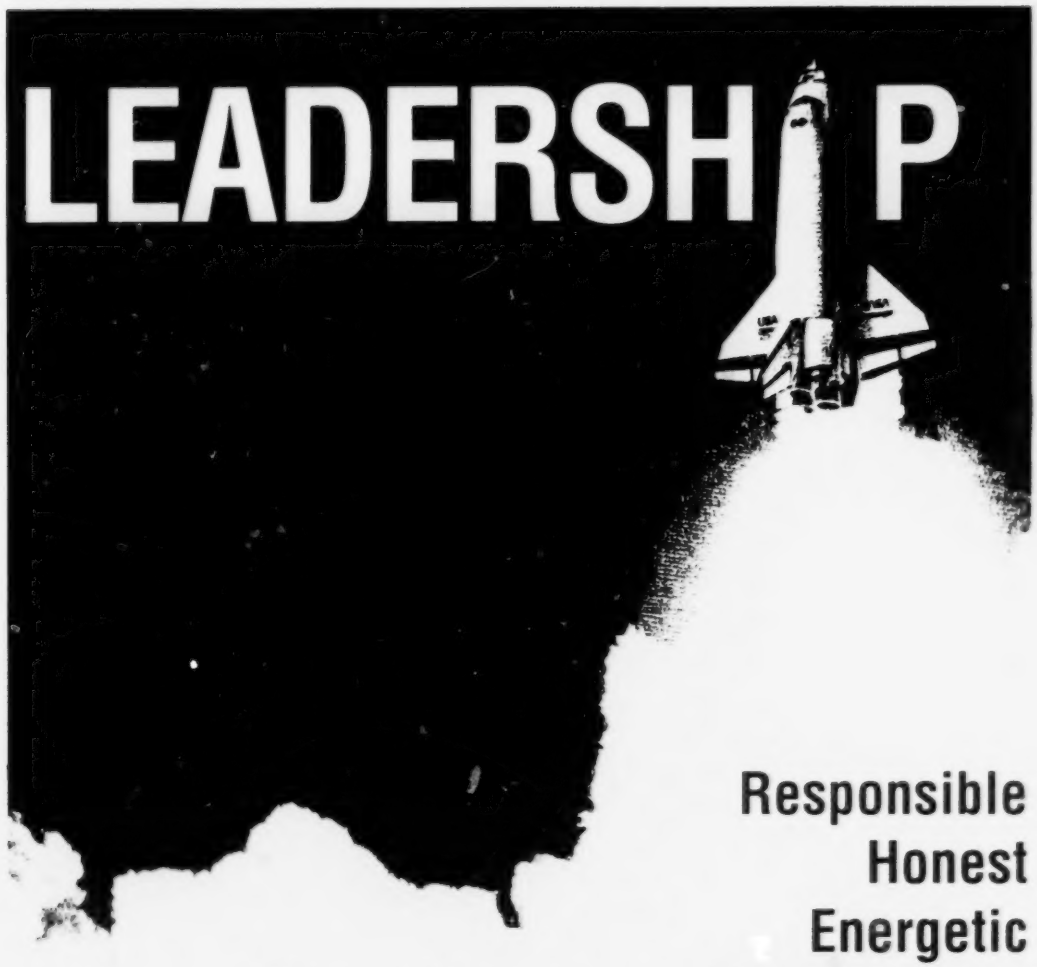
Roles Found In Groups
(Continued)


Instead of having cheese every day, let's have it every other day
Compromiser
Dominator
PROTEST
Well, I am the president of the group and a good friend of the boss...
Follower
I'll go along with that
Blocker

Roles Found In Groups
(Continued)



LEADERSHIP



Responsible
Honest
Energetic
Mentally alert
Inspiring
Cooperative
Diplomatic
Self-confident

Open-minded
Progressive
Sense of humor
Tolerant
Tactful

"Leadership is the ability to get a person to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it." Eisenhower

Leadership Styles

Democratic

Autocratic

Laissez-faire

NAME _____

RATING PERSONAL LEADERSHIP SKILLS

INTRODUCTION

Serving in a leadership role, such as chapter officer or member, can be fun and challenging. It can also be frightening depending on one's self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

DIRECTIONS

Complete the following self-rating scale and score evaluation.

PART I

Circle the appropriate number following each trait:

4 — outstanding

3 — above average

2 — average

1 — poor

Total your score after completing the questions by adding the circled numbers.

NOTE: You may want a classmate to rate you to see if the evaluations are the same.

	POOR	AVERAGE	ABOVE AVERAGE	OUTSTANDING
Do I maintain a well-groomed appearance?	1	2	3	4
Do I delegate duties?	1	2	3	4
Is my posture alert and poised?	1	2	3	4
Is my disposition cheerful?	1	2	3	4
Am I patient?	1	2	3	4
Do I exert positive leadership?	1	2	3	4

	POOR	AVERAGE	ABOVE AVERAGE	OUTSTANDING
Am I generally thoughtful of the feelings of others?	1	2	3	4
Is my enthusiasm sincere and contagious?	1	2	3	4
Do I keep trying until I achieve success?	1	2	3	4
Am I sincere in my interest in other people?	1	2	3	4
Am I working to get ahead?	1	2	3	4
Do I get along well with others?	1	2	3	4
Do I react well to criticism?	1	2	3	4
Do I remember names and faces?	1	2	3	4
Am I always on time?	1	2	3	4
Am I cooperative?	1	2	3	4
Am I free of prejudice?	1	2	3	4
Do I know how people react in most situations?	1	2	3	4
Am I generally a good listener?	1	2	3	4
Do I accept criticism from others?	1	2	3	4
Can I criticize without giving offense?	1	2	3	4
Do I accept people as they are?	1	2	3	4
Do I enjoy being part of a group?	1	2	3	4
Am I reliable?	1	2	3	4
Can I adapt myself to all situations?	1	2	3	4

	POOR	AVERAGE	ABOVE AVERAGE	OUTSTANDING
Am I not easily discouraged?	1	2	3	4
Do I apply myself to the problems of each day?	1	2	3	4
Can I make a decision quickly and accurately?	1	2	3	4
Am I loyal to others?	1	2	3	4
Do I try to understand the other person's point of view?	1	2	3	4
Am I neat and clean in my work?	1	2	3	4
Do I know when I make my mistakes, and do I admit them?	1	2	3	4
Am I looking for chances to serve others better?	1	2	3	4
Am I following a plan for improvement and advancement?	1	2	3	4
Can I accept honors and advancements graciously?	1	2	3	4
Am I dealing honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE _____

PART II

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows plenty of room for improvement.

1. What are your leadership strengths? _____

2. What are your leadership weaknesses? _____

3. How can your leadership skills be improved?

NAME _____

VALUES AND GOALS

INTRODUCTION

A goal is something a person consciously intends to get, achieve, do, or accomplish in life. Goals are often based on the values a person holds. For example, when a person values education, receiving a college degree often becomes an important goal. There are two types of goals. Long-term goals take a year or more to accomplish. An example of a long-term goal could be to become a technology education teacher. A short-term goal could be to make the honor roll this semester. Setting goals provides direction and purpose to each person's life.

DIRECTIONS

List five values you hold in the second column. In the third column, list a short-term goal and a long-term goal for each value recorded. In the first column, number the values listed from the most important to the least important. Rank the values using numbers 1 through 5 with number 1 representing the most important and number 5 representing the least important value.

I Order of Importance	II Values	III Goals
	1.	Short-term Long-term
	2.	Short-term Long-term
	3.	Short-term Long-term
	4.	Short-term Long-term
	5.	Short-term Long-term

Used with permission of the Home Economics Curriculum Center, Texas Tech University.

BECOMING A TSA LEADER

NAME _____ SCORE _____

OBJECTIVE 16

Research leaders within the local community.

INTRODUCTION

People can learn about leadership roles by observing established leaders in their community. Recognizing who these leaders are is an important step in developing personal leadership skills.

DIRECTIONS

Answer the following questions about leaders in your community.

PART I

Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

NAME		LEADERSHIP TRAITS
1. _____	a.	_____
	b.	_____
	c.	_____
2. _____	a.	_____
	b.	_____
	c.	_____
3. _____	a.	_____
	b.	_____
	c.	_____

PART II

1. Determine what type of city government you have in your community.

_____

_____

2. Who are the leaders in city government?

3. Name four civic or community clubs in your community.

BECOMING A TSA LEADER

NAME _____ SCORE _____

OBJECTIVE 17

Interview a person in a leadership role.

INTRODUCTION

Part of being a leader involves getting along with others. This activity will provide an opportunity to experience a personal interaction first-hand.

DIRECTIONS

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to record answers given during the interview.

NOTE: This assignment sheet is designed for the student to complete, not the interviewee. The interview process should not take more than 15 minutes of the interviewee's time. Express your appreciation to the interviewee for his or her time and cooperation.

PART I

1. How long have you served in a leadership role?

   _____

2. What made you seek this leadership role?

   _____

   _____

3. Do you like serving in a leadership role? Why?

   _____

   _____

4. What duties accompany your leadership position?

   _____

   _____

5. What are the personal and professional benefits of leadership to you?

6. What character traits do you think are common to all leaders?

7. What character traits do you think are not common to all leaders?

PART II

After completing the interview, answer the following questions and give explanations for your answers.

1. What did you learn from the person you interviewed?

2. Did this person change your view of what it is like to be a leader?

ASSIGNMENT SHEET 1

Answers will vary from student to student. The following is provided as an *example* of possible responses.

PART I

NAME	LEADERSHIP TRAITS
1. Chin Yew	a. Enthusiastic b. Self-motivator c. Hard-working
2. Jan Hughes	a. Responsible b. Polite c. Success-oriented
3. Sarah Rocha	a. Well-mannered b. Positive attitude c. Neatly dressed and groomed

PART II

1. Mayor — council form of city government
2. Mayor — John Bradford
   City Commissioner — Linda Henderson
   City Councilman — Lewis Hoy
3. Lions Club
   Jaycees
   Pioneer Club
   Mothers Against Drunk Driving (MADD)

ASSIGNMENT SHEET 2

Answers will vary from student to student. Answers should show evidence that the student did interview a person in a leadership role and that the student acknowledges the varied aspects involved in being in a position of leadership.

NAME _____ SCORE _____

OBJECTIVE 1

Match roles found in groups to their correct descriptions. Write the correct letters in the blanks. Terms and definitions are continued on the following page.

_____1. Goes along with the movement of the group

_____2. Displays lack of involvement in the group processes

_____3. Writes down the suggestions and group decisions

_____4. Tries to assert authority or superiority in manipulating the group or certain members

_____5. Yields own position and admits errors or offers to meet halfway

_____6. Tries to extract key points from several ideas and show what they have in common

_____7. Seeks in whatever way possible to call attention to himself or herself or to own activities and accomplishments

_____8. Asks for information and facts pertinent to the problem being discussed

_____9. Tends to be negative to all ideas, rejecting without reason

_____10. Pulls ideas together so group might see where they are in their deliberation

_____11. States own beliefs and emphasizes own views

_____12. Does not care enough to show up for meeting

a. Initiator/contributor

b. Opinion-seeker

c. Opinion-giver

d. Comedian

e. Information-seeker

f. Information-giver

g. Stopper

h. Elaborator

i. Summarizer

j. Integrator

k. Intimidator

l. Recorder

_____13. Suggests or proposes new ideas or changes to the group

_____14. Spells out suggestions in terms of examples

_____15. Praises, agrees with, and accepts the contributions of others

_____16. Offers facts or generalizations to the group which are relative to his or her own experiences

_____17. Asks not for the facts primarily, but for a clarification of the values involved in a suggestion made or in alternative suggestions

m. Encourager
n. Compromiser
o. Leader
p. Follower
q. Dominator
r. Helper
s. Blocker
t. No-show
u. Recognition-seeker
v. Distractor

OBJECTIVE 2

List characteristics of a team member.

_____

_____

_____

_____

_____

_____

OBJECTIVE 3

Select from the following list characteristics of an active TSA chapter member. Write an "X" in the blank before each correct answer.

_____1. Does not understand the role of a member, and lets others do the work

_____2. Is tolerant of other members' ideas

_____3. Has pride in chapter; is willing to express ideas for the chapter's benefit

_____4. Has little, if any, TSA pride

_____5. Is constantly undermining the chapter by petty criticism

_____6. Assumes responsibility for sharing the business at hand during meetings

_____7. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

_____8. Is aware of purposes of chapter meetings and helps to accomplish these purposes

_____9. Gives constructive criticism for the good of the chapter

_____10. Does not exercise the thinking necessary to arrive at worthwhile ideas

_____11. Is in good standing with the state and national association, as well as the local school

OBJECTIVE 4 **Define leadership.**

OBJECTIVE 5 **List six characteristics of a TSA leader.**

OBJECTIVE 6 **Select from the following list reasons for becoming a leader.** Place an "X" in the blanks before each correct answer.

_____1. Creates respect for yourself

_____2. Improves grades in school

_____3. Helps individuals to become immature

_____4. Presents a challenge to develop leadership skills

_____5. Creates poor living conditions

_____6. Develops critical-thinking skills

_____7. Develops good friendships

_____8. Builds self-confidence

_____9. Helps individuals to mature

_____10. Develops effective communication skills

_____11. Improves living conditions

_____12. Creates respect for others

_____13. Develops decision-making skills

_____14. Develops problem-solving skills

OBJECTIVE 7

Select from the following list steps in becoming an effective leader. Place an "X" in the blank before each correct answer.

_____1. Become a team member

_____2. Practice faults of a good leader

_____3. Develop a plan for training others as team members

_____4. Evaluate strong and weak points

_____5. Study the chapter handbook

_____6. Invite friends to join TSA

_____7. Evaluate self as an effective leader

_____8. Develop a plan for training as a leader

_____9. Study qualities of good students

_____10. Become a chapter officer

_____11. Study qualities of successful leaders

OBJECTIVE 8

Match styles of leadership to their correct descriptions. Write the correct letters in the blanks.

_____1. Defines a problem and the boundaries within which it must be solved and then allows group members to proceed to solve it; sets few guidelines; serves primarily as a resource person

_____2. Plans, organizes, controls, and coordinates the group; places more emphasis on completing a task than the group members' feelings about the decisions; relies primarily on personal judgment; provides close supervision

_____3. Allows the group members opportunities to participate in the decision-making process; shows consideration for others' feelings; consults the group members for ideas on how to solve problems; selects solutions based on the input of group members; checks with group members periodically to reward and/or make necessary corrections

a. Bureaucratic
b. Democratic
c. Autocratic
d. Republican
e. Laissez-faire

OBJECTIVE 9

State ways to demonstrate leadership. List three ways in each of the following areas.

Family

_____

_____

_____

Friends and acquaintances

_____

_____

_____

School

_____

_____

_____

Community

_____

_____

_____

Work

_____

_____

_____

OBJECTIVE 10

Select from the following list characteristics of a strong TSA chapter leader. Write an "X" in the blank before each correct answer.

_____1. Has poise, confidence, and the capability to do a job

_____2. Has an interest in serving only own needs

_____3. Has a poor attitude toward chapter activities

_____4. Imposes own ideas and does not respect others' ideas

_____5. Gives proper attention to planning TSA chapter meetings and committee work

_____6. Gives credit to others for their contributions

_____7. Lacks the ability and willingness to perform duties

_____8. Demonstrates interest by own attitude; practices good democratic principles in dealing with members

_____9. Tries to take all the credit; attempts to show own importance and does not share responsibilities

_____10. Lets things go until the last minute, and then hopes everything will work out

_____11. Realizes the importance of letting others share in responsibilities; believes in the TSA organization and has a sincere desire to serve all members

OBJECTIVE 11

List five categories of organizations where leadership skills may be used.

OBJECTIVE 12

List ways to make a favorable first impression.

OBJECTIVE 13

Explain four guidelines for making introductions correctly.

OBJECTIVE 14

List five guidelines for professional attire.

OBJECTIVE 15

Select from the following list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

_____1. Be on time for meals.

_____2. Use the utensil on the inside first and work away from the plate.

_____3. Help the hostess by stacking the plates at the table.

_____4. Try always to be pleasant and agreeable at meals.

_____5. Toss napkin into the plate when finished eating.

_____6. When using a napkin, touch it to one's lips lightly. Do not scrub.

_____7. Leave an appropriate tip.

_____8. Eat quietly, and chew with mouth closed.

_____9. Place napkin in lap after beginning to eat.

_____10. Do not put elbows on the table.

_____11. Try to taste all foods served.

_____12. Never season the food.

_____13. Do not scrape dishes or stack plates at the table.

_____14. Never use fingers to eat.

_____15. Place napkin on the table only after the hostess has done so. Never toss the napkin into the plate.

_____16. Place the fork in the right hand and the knife in the left hand for cutting.

_____17. Wait to begin eating until everyone at the table has been served.

_____18. Place napkin in lap before starting to eat.

_____19. Use the utensil on the outside first and work toward the plate.

_____20. Use fingers for finger foods.

_____21. Season with salt and pepper if desired, but sample food before adding extra seasoning.

_____22. Use the fork in the left hand and knife in the right hand for cutting; transfer the fork to the right hand for eating.

NOTICE The following assignment sheets are not a part of the written test. If these assignments have not been completed, check with the instructor.

OBJECTIVE 16 **Research leaders within the local community.** SCORE _____

OBJECTIVE 17 **Interview a person in a leadership role.** SCORE _____

OBJECTIVE 1

1. p	6. j	11. c	16. f
2. v	7. u	12. t	17. b
3. l	8. e	13. a	
4. q	9. s	14. h	
5. n	10. i	15. m	

OBJECTIVE 2

Answer should include the following:

- Contribute time, talents, and ideas to the group
- Cooperate with other group members
- Display enthusiasm
- Learn the history and significance of the organization
- Make sound decisions through teamwork

OBJECTIVE 3

2, 3, 6, 8, 9, 11

OBJECTIVE 4

Leadership is a combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow.

OBJECTIVE 5

Answer should include any six of the following:

- Enthusiastic
- Hard-working
- Humble
- Neatly dressed and groomed
- Patriotic
- Polite
- Positive ATTITUDE
- Professional
- Responsible
- Self-motivator
- Self-understanding
- Success-oriented
- Well-mannered

OBJECTIVE 6

4, 6, 8, 9, 10, 11, 12, 13, 14

OBJECTIVE 7

1, 4, 7, 8, 11

OBJECTIVE 8

1. e
2. c
3. b

OBJECTIVE 9

Family

Answer should include any three of the following:

- Abide by family rules
- Make a genuine effort to find and propose solutions or compromises when disagreements occur
- Make an effort to promote cooperation between family members
- Make an effort to get along with brothers and sisters
- Offer to help parents with projects, or brothers and sisters with homework or personal projects without being asked
- Perform assigned home chores willingly

Friends and acquaintances

Answer should include any three of the following:

- Be loyal
- Do not give in to suggestions to do things that compromise personal values
- Give good advice if asked for it, and as little as possible if not
- Help to build friends' confidences by not putting them down, even in fun
- Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship

School

Answer should include any three of the following:

- Agree to hold a chapter office if asked to do so
- Be positive toward instructors and school administrators
- Be proud of the skills being learned
- Complete committee assignments
- Speak up in class and in chapter meetings
- Treat school property with respect
- Volunteer to serve on school and chapter committees

Community

Answer should include any three of the following:

- Obey the laws

- Offer services as a volunteer for projects such as, encouraging others to vote, cleaning up the community, or collecting for charities
- Make an effort to learn about community government
- Read the newspaper
- Respect community property

Work

Answer should include any three of the following:

- Abide by company rules
- Make a genuine effort to find and propose solutions or compromises when co-workers and supervisors disagree
- Make an effort to promote cooperation between co-workers
- Make an effort to get along with co-workers and supervisors
- Offer to help co-workers with duties or tasks without being asked
- Perform duties and tasks willingly

OBJECTIVE 10

1, 5, 6, 8, 11

OBJECTIVE 11

Answer should include any five of the following:

- Advisory committees
- Age-oriented groups
- Athletic groups
- Charitable organizations
- Civic/service clubs
- Economic organizations
- Political organizations
- Professional organizations
- Religious groups
- School
- Special interest groups
- Support groups
- Work

OBJECTIVE 12

Answer should include the following:

- Give a firm handshake.
- Smile and look the person in the eye when shaking hands.
- When introduced, repeat the person's name correctly and use it immediately.
- Talk with your new acquaintance, but do not try to do all of the talking.
- Close the conversation with an expression of pleasure for having met the person.

OBJECTIVE 13

Explanation should include any four of the following:

- Introduce yourself promptly, giving your first and last names.
- Give the other person some information about yourself so that he or she may talk easily with you and will remember you.
- If needed, repeat your name during later conversation so it may be remembered correctly.

- Introduce a man to a woman.
- Introduce a young person to an older one.
- Introduce subordinates to superiors.
- Introduce friends, both male and female, to your family.
- Introduce a newcomer first and then the group members in a small group.

OBJECTIVE 14

Answer should include any five of the following:

- Buy the best quality that is affordable.
- Choose appropriate accessories.
- Invest in classic fashions; avoid investing in fads.
- Keep nails, hair, teeth, and body clean; use deodorant.
- Maintain good health and the right weight.
- Select a basic color scheme.
- Sit, stand, and walk with straight posture.
- Wear a hairstyle that compliments the shape of the face and head.
- Wear clothes that are neat, clean, and in good condition.
- Wear clothes that fit properly and are flattering.

OBJECTIVE 15

1, 4, 6, 7, 8, 10, 11, 13, 15, 17, 18, 19, 20, 21, 22

OBJECTIVE 16

Refer to answers to Assignment Sheet 1.

OBJECTIVE 17

Refer to answers to Assignment Sheet 2.

OBJECTIVE SHEET

PARLIAMENTARY PROCEDURE

IV

INTRODUCTION

The use of parliamentary procedure in TSA's chapter meetings allows the organization to conduct fair and orderly meetings. While there are many rules that must be applied in order to use parliamentary procedure correctly, through study and practice, a student can learn the procedures. A basic resource that all parliamentarians should become familiar with is *Robert's Rules of Order, Newly Revised.* Henry Martyn Robert was an engineering officer who saw the need for providing a complete standardized parliamentary law. Robert's book contends that parliamentary procedure is the best method for accomplishing the tasks of an assembly, while protecting the rights of all members of the assembly.

UNIT OBJECTIVE

After completing this unit, the student should be able to use parliamentary procedure to conduct or participate in a chapter meeting. The student will demonstrate competency by completing the assignment sheets and written test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with parliamentary procedure to their correct definitions.
2. Select from a list purposes of parliamentary procedure.
3. State the function of the gavel.
4. Match methods of voting to their correct definitions.
5. Match types of motions to their correct descriptions.
6. Match types of motions to their correct classifications.
7. Match parliamentary procedures to their correct uses during a meeting.
8. Arrange in order the steps in the progression of a motion.
9. State the purpose of a motion to amend.
10. List ways to amend a motion.
11. Select from a list duties of a chapter president relating to using parliamentary procedure.

12. List the characteristics of a chapter parliamentary procedure team member.

13. Complete a table of parliamentary procedure motions. (Assignment Sheet 1)

14. Use resources to answer questions about parliamentary procedure. (Assignment Sheet 2)

15. Use correct order to process a motion (Rule of Eight). (Assignment Sheet 3)

PARLIAMENTARY PROCEDURE

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Invite guest speakers to discuss parliamentary procedure.
- Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all computer and audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Discuss the terms and definitions that will be used in this unit.
- Use the *TSA — Chapter Handbook* and *Robert's Rules of Order, Newly Revised* as additional resources for parliamentary procedure terms.
- Use Activity Sheet 1, "Parliamentary Procedure Crossword Puzzle," to reinforce the terms used in the unit.

Objective 2

- Emphasize the importance of the rule by the majority in meetings where parliamentary procedure is used. Point out that opinions of the minority are heard, and that minority ideas and rights are respected as well.
- Reinforce the importance of majority rule and minority rights by explaining to the students that some of the people (the majority) elect the President of the United States, but the President serves all of the people after he/she is elected.
- Ask students to write brief descriptions of meetings they attended in which the leader did not use parliamentary procedure. Discuss the descriptions in class to help students develop an appreciation for parliamentary procedure.

- Invite a former chapter president or a civic club president to visit the class and discuss the value of and proper use of parliamentary law.

Objective 3

- Ask students to respond to the following question: How does the use of a gavel contribute to the organization of a meeting? Discuss the responses.

- Review the significance of the gavel taps and the members' responses to the taps. Refer to TSA's constitution for the review.

Objective 4

- Explain each voting method presented in the information sheets. Allow the students to practice the various methods by conducting elections using different methods.

- Have students write brief paragraphs explaining which voting method they would prefer to use in elections.

- Lead a discussion concerning the use of specific methods of voting for the different motions. Point out that a voice vote is the normal method of voting on a motion. A rising vote should be used when verifying an inconclusive voice vote and when voting on motions that require a two-thirds vote for adoption.

Objective 5

- View *Point of Order*, which discusses the correct use of parliamentary procedure.

- Use the descriptions of the motions in the information sheets to help students learn the different types of motions.

- Explain each motion classification in depth; provide examples of times when the different classifications of motions are used.

- Use a game such as *Password* to help students learn the types of motions.

  Prepare ahead by writing the motions listed in Objective 5 on slips of paper. Either split the class into two teams or select two smaller teams. Each team should have a spokesperson who provides the answer to the game host. For each motion, each team picks one member to be the clue giver. The clue giver switches after each word.

The teacher or a student acting as game host selects which motion will be "passed" for each round of competition. That motion is then shown to the two team members who are acting as clue givers. The clue givers then respond by telling their respective teams a one-word verbal clue that will help the team come up with an answer. Each side takes turns giving and guessing at clues until a team answers correctly or until the number of points for each round runs out. The teacher should alternate which team goes first with each round.

Points can be assessed as follows: the teams guessing correctly on the first clue would receive five points; the team guessing on the second clue would receive four points; and so on until zero is reached.

The teacher should set limits on how long a team has to guess for each clue.

- Have students practice stating motions.

Objective 6

- Use Transparency Master 1, "Summary of Motions," to assist students in using the different kinds of motions.

- Prepare flash cards to learn the ways motions can be used. On one side of a 3 × 5 index card write the kind of motion and on the other side list the ways that motion may be handled. Have students work in pairs to learn the important facts about each motion.

  EXAMPLE: On one side of a 3 × 5 index card write:

  Lay on the table

  On the other side of the 3 × 5 index card write:

  Second required: Yes
  Debatable: No
  Amendable: No
  Vote required: Majority
  Can be reconsidered: No

- Have students memorize the order of precedence for Privileged motions and Subsidiary motions. Provide class time for students to practice writing the motion classifications in the correct order. Also have students memorize the types of motions used with the Incidental and Restorative classifications.

- Provide copies of *Robert's Rules of Order, Newly Revised* or *Parliamentary Procedure at a Glance* so students can complete Assignment Sheet 1. Assignment Sheet 1 requires students to complete a table of parliamentary procedure motions.

- Review Assignment Sheet 1 so that students can use the motions table to complete Assignment Sheet 2, which requires students to answer questions about parliamentary procedure. Copies of Transparency Master 1 may also be distributed to assist students with Assignment Sheet 2.

Objective 7

- Practice parliamentary procedure by conducting a mock chapter meeting. Use the chart presented in the information sheets to guide the students through the correct usage of parliamentary procedures.

  First, ask the present chapter officers to conduct the mock meeting. After the officers have demonstrated the procedures used to conduct a meeting, have the remaining students participate in a mock meeting.

  Prepare ahead by writing parliamentary procedures from Objective 7 on slips of paper. Have each student draw one slip of paper and be responsible for using that procedure in the mock meeting.

- Videotape the practice meetings and have students view the tapes. Follow the viewing with a critique of the meetings.

- Use *Parliamentary Procedure*, a software program that allows students to apply parliamentary procedure skills.

Objective 8

- Use Transparency Master 2 to discuss the Rule of Eight.

- Allow each student an opportunity to present a motion in a mock chapter meeting.

  EXAMPLES: I move that the chapter conduct a Parliamentary Procedure seminar on October 12.

  I move that the chapter have a car wash to raise money to pay flight expenses to the state meeting.

I move that the chapter present an engraved plaque to our advisor.

I move that the chapter plan a holiday party for the senior citizens in the community.

I move that the chapter donate $500 to the March of Dimes.

- Have students complete Assignment Sheet 3, which requires students to use the correct order to process a motion.

Objectives 9 and 10

- Discuss the three ways to amend a motion. Provide students with examples of each method.
- Write a paragraph on the chalkboard from a technology education textbook. Have students practice amending a motion by changing the paragraph, such as inserting words, striking out words, or both. Write the "amended" paragraph on the chalkboard.

Objective 11

- Ask the president of the chapter to talk to the class and to explain the responsibilities for carrying out the duties of the presiding officer.
- In a mock chapter meeting, provide the opportunity for each student to serve as the presiding officer. Be prepared to provide assistance when the need arises.

Objective 12

- Show a video or slide show from a previous year's chapter parliamentary procedure team.
- Videotape the current chapter meetings and provide feedback on the strengths and weaknesses involved in using parliamentary procedure.
- Have the parliamentary procedure team conduct a meeting for the class. Make sure the team uses at least five parliamentary procedure points. Provide each student with an evaluation form based on the characteristics listed in the information sheets. Instruct each student to carefully evaluate the performance of the team.

APPLICATION

Objective 13

- If not completed earlier, have students complete Assignment Sheet 1, which asks students to fill out a table of parliamentary procedure motions.

Objective 14

- If not completed earlier, use Assignment Sheet 2 to help students learn about parliamentary procedure by using various resources to answer questions.

Objective 15

- If not completed earlier, have students complete Assignment Sheet 3, which assists students in learning how to progress a motion following the Rule of Eight.

EVALUATION

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.
- Evaluate the students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. If required, adjust scope, sequence, or instructional approaches for additional lessons.

SUGGESTED RESOURCES

Audiovisual Materials

- *Point of Order*

  NOTE: This video is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this video from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Instructional Media Specialist, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may obtain information on ordering *Point of Order* from the National Association of Parliamentarians, 6601 Winchester, Suite 260, Kansas City, Missouri 64133, phone 816-356-5604.

Computer Software

- *Parliamentary Procedure*

  NOTE: This series of five software programs is available from The University of Texas at Austin, Extension Instruction and Materials Center, Customer Service, P.O. Box 7218, Austin, Texas 78713-7218, phone 512-471-7716.

Publications

- Jones, Garfield O. *Parliamentary Procedure at a Glance*. New York: Hawthorn Books, Inc., 1971.

  NOTE: Some references for parliamentary procedure have not been revised for several years because the information is still relevant. Ordering and cost information for *Parliamentary Procedure at a Glance* may be obtained from E.P. Dutton, 2 Park Avenue, New York, New York 10016.

- Robert, Henry M. *Robert's Rules of Order, Newly Revised*. Glenview, Illinois: Scott, Foresman and Company, 1990.

  NOTE: Ordering and cost information for this book may be obtained from Scott, Foresman and Company, 1900 E. Lake, Glenview, Illinois 60025, phone 708-729-3000.

- *TSA — Chapter Handbook*. Reston, Virginia: Technology Student Association, 1989.

  NOTE: Ordering and cost information for this guidebook may be obtained from Executive Director, Technology Student Association, 1914 Association Drive, Reston, Virginia 22091, phone 703-860-9000.

UNIT REFERENCES

- *AIASA — Learn, Grow, Become*. Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.

- Bailey, Larry J. *Working Skills for a New Age*. Albany, New York: Delmar Publishers Inc., 1990.

- Robert, Henry M. *Robert's Rules of Order, Newly Revised*. Glenview, Illinois: Scott, Foresman and Company, 1990.

INFORMATION SHEET	PARLIAMENTARY PROCEDURE	IV

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions.

- **Adjourn** — To close or terminate a meeting
- **Bylaws** — Document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows
- **Chair** — Presiding officer of the meeting
- **Committee** — Small group of people designated to perform a specific function
- **Debate** — Formal discussion of the merits of a motion
- **Division** — Demand by a single member that the vote be retaken by rising
- **Majority** — More than half
- **Meeting** — Official gathering of an organization's members to transact business
- **Minority** — Less than half
- **Motion** — Formal proposal by a member that the assembly take certain action
- **Quorum** — Number of members needed to be present to legally transact business
- **Rules of order** — Set of rules for conducting a meeting in an organized and efficient manner
- **Second** — Another member agrees that a motion should come before the assembly

OBJECTIVE 2

Select from a list purposes of parliamentary procedure.

The use of parliamentary procedure allows an organization to conduct a meeting in a fair and orderly manner. The purposes of parliamentary procedure include the following:

- Consideration of one subject at a time
- Democracy in action

- Justice to all
- Requirement of a quorum
- Rights of individual members
- Rights of absentee members
- Rights of the minority
- Rule of the majority

OBJECTIVE 3 **State the function of the gavel.**

To aid in conducting an orderly meeting

NOTE: The taps of the gavel are indicated below:

One Tap	=	A main motion has been passed or rejected OR Members sit down OR The meeting is adjourned
Two Taps	=	Calls the meeting to order
Three Taps	=	All members stand during the opening and closing ceremonies

OBJECTIVE 4 **Match methods of voting to their correct definitions.**

Voting is the procedure used to reach a group decision. The following methods may be used when voting.

- **Ballot vote** — Members cast a secret, written vote
- **Proxy voting** — A power of attorney given by one person to another to vote in his or her stead
- **Rising vote** — Members vote by standing
- **Roll call vote** — Members vote when their names are called

- **Show of hands** — An alternate method that can be used in place of rising vote in very small assemblies

- **Voice vote** — Members vote by saying "aye" or "no"

- **Voting by mail** — Members send in their votes by mail

OBJECTIVE 5

Match types of motions to their correct descriptions.

The use of motions allows members to offer suggestions and ideas by making a formal proposal. Types of motions include the following:

- **Dilatory motions** — Motions that seek to obstruct the will of the assembly by being absurd in substance

  EXAMPLE: "I move that the chapter have the annual banquet in a jetliner flying over Europe."

  NOTE: It is also considered dilatory when members constantly raise points of order and appeal from the chair's decisions on them, or repeatedly lay motions on the table. Members demanding a division when the vote result is clear is also considered dilatory.

- **Incidental motions** — Motions (1) which arise from a pending question; (2) which arise from a question that has just been pending; or (3) that relate to the business of the assembly

  NOTE: Incidental motions usually apply to the method of transacting business rather than to the business itself, they have no rank among themselves because they are in order whenever they are incidental to the business of the assembly.

- **Main motions** — Motions that provide a method of bringing business before the assembly for consideration and action; they can only be introduced if no other business is pending

  NOTE: Main motions are the basis of all parliamentary procedure.

- **Privileged motions** — Motions that have no relation to the pending question, but are of such urgency or importance that they are entitled to immediate consideration; they relate to members and the organization rather than to particular items of business

- **Restorative motions** — Motions which bring a question again before the assembly for its consideration

- **Subsidiary motions** — Motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

OBJECTIVE 6 **Match types of motions to their correct classifications.**

The six types of motions and their correct classifications are as follows:

- **Dilatory** — Motion that is absurd in substance
- **Incidental**
  1. Appeal
  2. Consideration by paragraph or seriatim
  3. Division of the assembly
  4. Division of a question
  5. Objection to the consideration of the question
  6. Parliamentary inquiry
  7. Point of order
  8. Suspend the rules
- **Main** — Main motion or main question
- **Privileged** — In order from highest ranking to lowest ranking
  1. Fix the time to which to adjourn
  2. Adjourn
  3. Recess
  4. Raise the question of privilege
  5. Call for the orders of the day
- **Restorative**
  1. Reconsider
  2. Take from the table

- **Subsidiary** — In order from highest ranking to lowest ranking

  1. Lay on the table
  2. Previous question
  3. Limit or extend limits of debate
  4. Postpone to a certain time (definitely)
  5. Commit (refer to a committee)
  6. Amend
  7. Postpone indefinitely

OBJECTIVE 7

Match parliamentary procedures to their correct uses during a meeting. (Table 1)

The principles of parliamentary procedure are important to the democratic form of government and to the development of good citizenship. The correct procedures should be used to help facilitate effective meetings. The following table describes the correct uses of parliamentary procedure:

TABLE 1

Parliamentary Procedure	Use During Meeting
Main motion	Present business for action
Postpone indefinitely	Kill the main motion
Lay on the table	Set matter aside for an emergency reason
Amend	Change or modify
Commit or refer to a committee	Let a few members attend to a matter
Previous question	Stop a debate and amendments and order an immediate vote
Suspend the rules	Do something contrary to the rules
Withdraw a motion	Prevent a motion from being voted on
Objection to consideration	Determine whether a question is in accord with bylaws
Question of privilege	Attend to well-being and comfort of the chapter members
Adjourn	Dismiss members from meeting
Fix the time to which to adjourn	Set a time for next meeting
Reconsider	Provide an opportunity to vote a second time on a matter
Parliamentary inquiry	Ask question relating to parliamentary procedure
Point of order	Call attention to procedural error
Appeal	Allow a member to question the decision of the chair
Take from the table	Take up an item that was laid on the table
Limit debate	Establish length of time for discussion
Postpone definitely	Defer a matter to a specified time
Rescind	Cancel action taken by chapter
Division of the assembly	Question the chair's decision on a voice vote

OBJECTIVE 8

Arrange in order the steps in the progression of a motion.

An important part of a TSA meeting includes making, discussing and voting on motions. It is essential for all TSA members to know how to make a motion. The followings steps are often referred to as the Rule of Eight.

1. Member rises and addresses the presiding officer

   EXAMPLE: "Mr./Madame President . . ."

2. Member is recognized

   NOTE: Member may be recognized by name or by a nod.

3. Member proposes the motion

   EXAMPLE: "I move that . . ."

4. Another member seconds the motion without rising or addressing the chair

   EXAMPLE: "Second"

5. Presiding officer states the motion

   EXAMPLE: "It is moved and seconded that . . ."

6. Assembly debates and/or amends the motion

7. Presiding officer takes the vote

   EXAMPLE: "As many as are in favor say aye. Those opposed say no."

8. Result of the vote is announced

   EXAMPLE: "The ayes have it, the motion is adopted and the chapter will . . ."

OBJECTIVE 9

State the purpose of a motion to amend.

To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

OBJECTIVE 10

List ways to amend a motion.

The three basic processes of amendment include the following:

NOTE: The Rule of Eight must be followed when a motion is amended.

- By inserting or adding words to a paragraph

  EXAMPLE: "I move to amend the motion by inserting the word 'personal' before the word 'computer.'"

- By striking out words or a paragraph

  EXAMPLE: "I move to amend the motion by striking out the words 'not to exceed $1000.'"

- By striking out and inserting

  EXAMPLE: "I move to amend the motion by striking out the word 'apple' and inserting the word 'cherry.'"

OBJECTIVE 11

Select from a list duties of a chapter president relating to using parliamentary procedure.

The chapter president presides over and conducts all TSA meetings in accordance with parliamentary procedure. The president's specific duties relating to the use of parliamentary procedure include the following:

- Avoid influencing a vote by commenting on a motion
- Decide on points of order
- Decide the order of speakers
- Enforce good decorum in debate
- Remain impartial
- Restrain speakers within the limits of the rules

OBJECTIVE 12

List the characteristics of a chapter parliamentary procedure team member.

Participating on the parliamentary procedure team is a rewarding, exciting experience. Team members should possess the following characteristics:

- Desire to work

- Strong, clear voice
- Ability to use parliamentary procedure
- Calm manner
- Dependability
- Humbleness
- Self-confidence

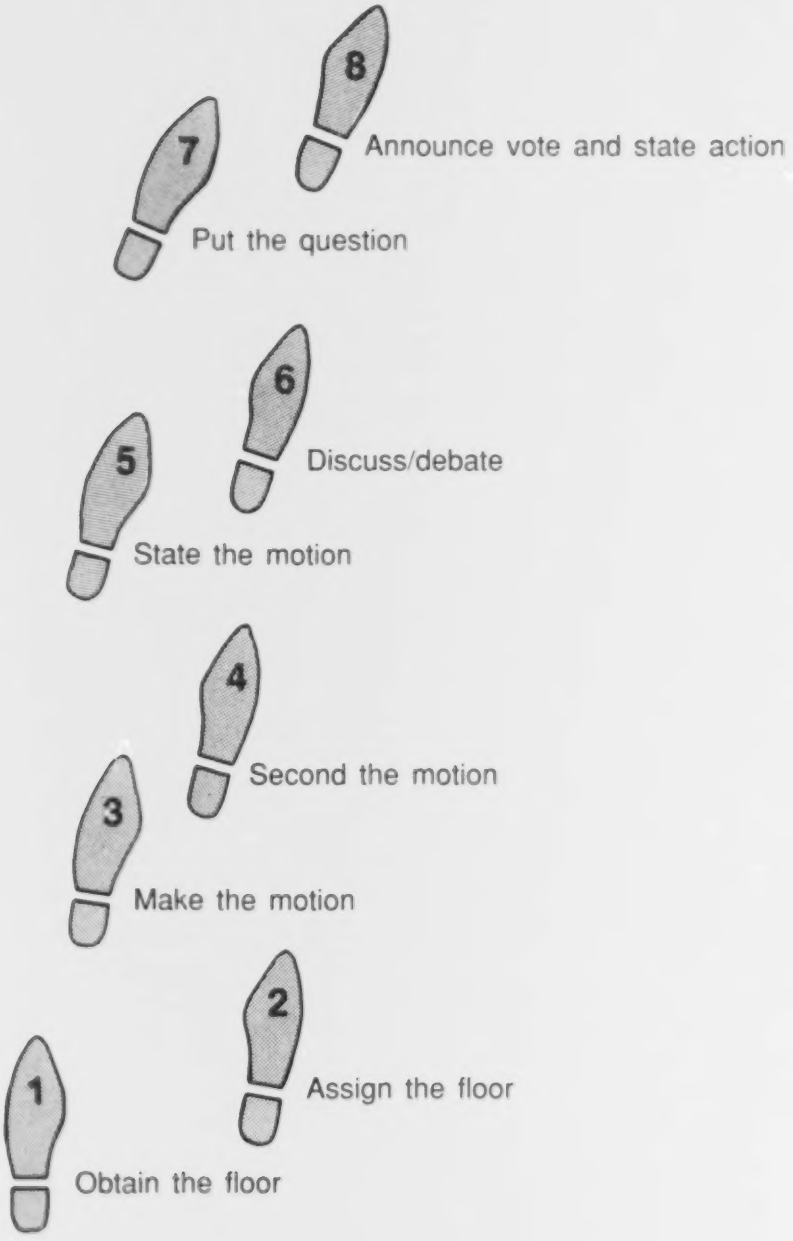
SUMMARY OF MOTIONS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Affirmative only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Negative only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Adapted with permission of the National FFA Organization, National FFA Center.

Steps to Process a Main Motion
(Rule of Eight)



NAME _____

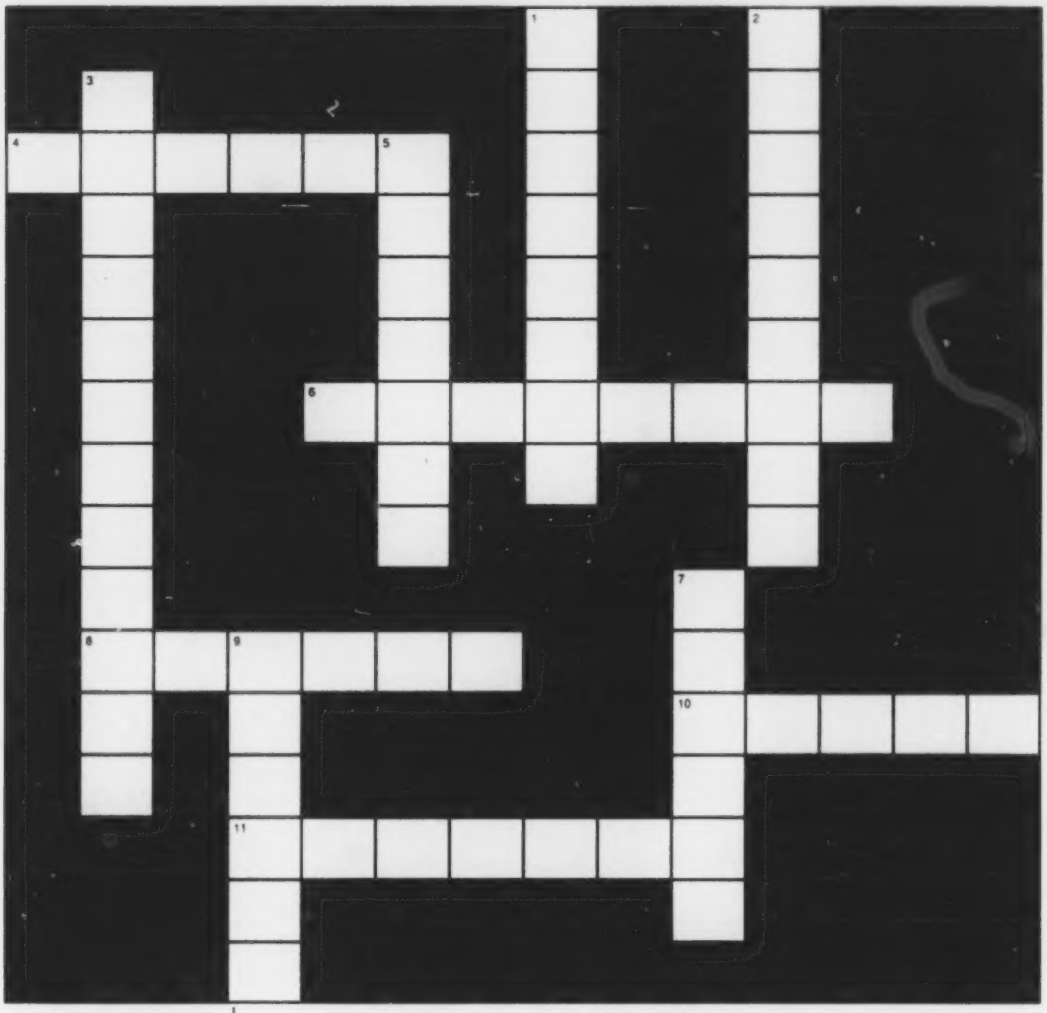
PARLIAMENTARY PROCEDURE CROSSWORD PUZZLE

INTRODUCTION

Several terms associated with parliamentary procedure are used in the following crossword puzzle. TSA members should be familiar with these terms and their definitions.

DIRECTIONS

Complete the crossword puzzle by filling in the parliamentary procedure terms which match the definitions.



CROSSWORD CLUES

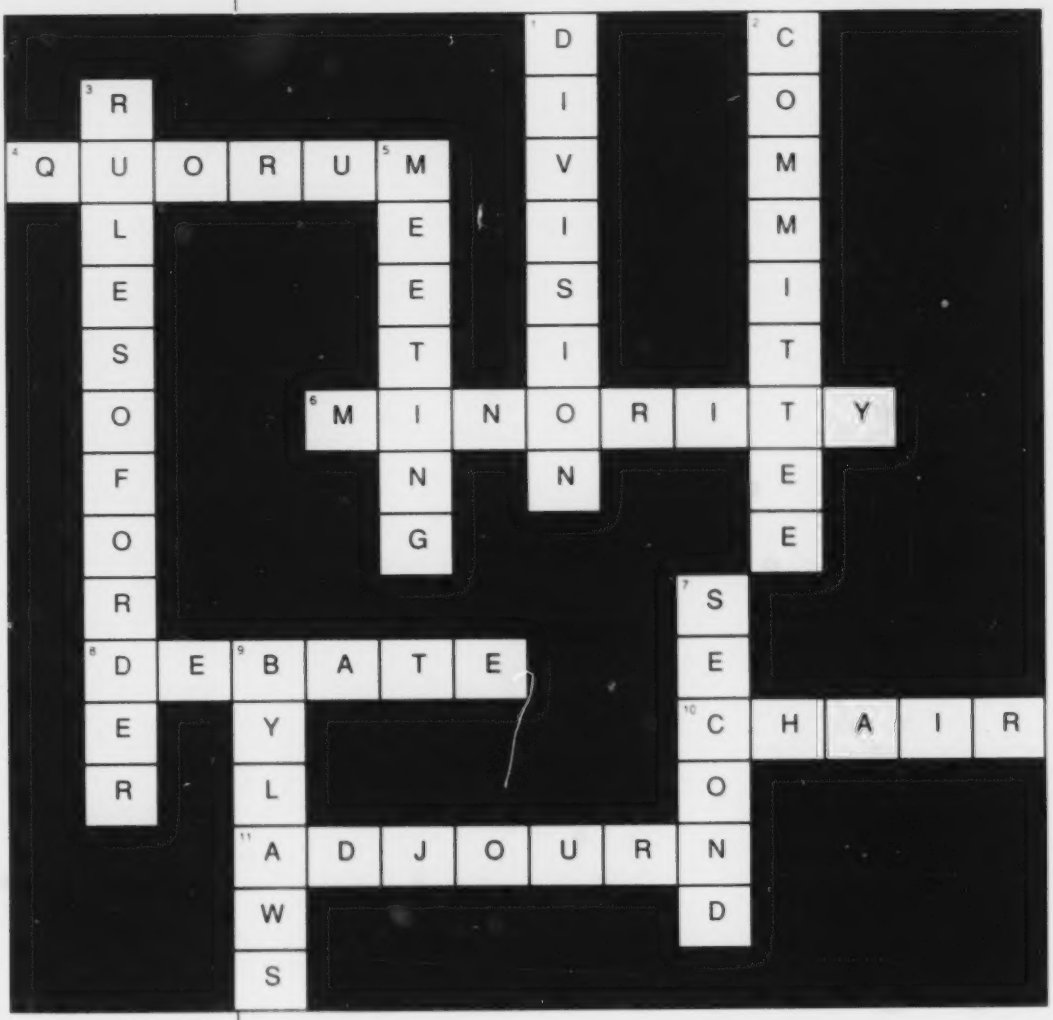
ACROSS

4. The number of members needed to be present to legally transact business
6. Less than half
8. Formal discussion of a motion
10. The presiding officer of the meeting
11. The official close of the meeting

DOWN

1. A demand by a single member that the vote be retaken by rising
2. A small group of people designated to perform a specific function
3. Set of rules for conducting a meeting in an organized and efficient manner
5. A single official gathering of a society's members to transact business
7. Another member agrees that the motion should come before the assembly
9. The document that contains a society's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

PARLIAMENTARY PROCEDURE



ACTIVITY SHEET 1 ANSWERS TO CROSSWORD - TSA
IV - 29

NAME _____ SCORE _____

OBJECTIVE 13

Complete a table of parliamentary procedure motions.

INTRODUCTION

As a member, you will be a part of the decision-making body of the chapter. The chapter meeting is the place where chapter business is conducted and decisions are made. Meetings go smoothly when correct parliamentary procedures are used. The purpose of this assignment sheet is to provide the opportunity to practice using the different kinds of motions.

DIRECTIONS

The table that follows gives the classifications and kinds of motions. Complete the table by stating (1) whether a second is required, (2) whether the motion is debatable, (3) whether the motion is amendable, (4) whether the motion requires a two-thirds or simple majority vote or none, and (5) whether the motion can be reconsidered. Write "yes," "no," or the vote required in the appropriate blanks.

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn					
Adjourn					
Recess					
Raise a question of privilege					
Call for the orders of the day					
Lay on the table					
Previous question					
Limit debate					
Postpone definitely					
Commit					
Amend					
Postpone indefinitely					
Main motion					
Appeal					
Consideration by paragraph					
Division of assembly					
Division of a question					
Objection to the consideration					
Parliamentary inquiry					
Point of order					
Suspend the rules					
Reconsider					
Take from the table					

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Adapted with permission of the National FFA Organization, National FFA Center.

ASSIGNMENT SHEET 2	**PARLIAMENTARY PROCEDURE**	IV

NAME _____ SCORE _____

OBJECTIVE 14

Use resources to answer questions about parliamentary procedure.

INTRODUCTION

The use of parliamentary procedure enables group leaders to conduct a chapter meeting in an orderly manner. It is imperative that group members understand the basic principles involved in parliamentary procedure. It takes a great deal of study and practice to learn the correct use of parliamentary procedure.

DIRECTIONS

Using resources such as *Robert's Rules of Order, Newly Revised*, material found in the information sheets, information presented in Transparency Master 1, and the *TSA — Chapter Handbook*, answer the following questions and complete the following statements.

1. Name two motions that require a two-thirds vote.

_____

_____

2. What is the purpose of a motion?

_____

_____

3. What is the purpose of an amendment?

_____

_____

4. Name five motions that do not require a second.

_____

_____

_____

_____

_____

5. Name four motions that are not amendable.

_____

_____

_____

_____

6. Name three ways a motion may be amended.

_____

_____

_____

		YES	NO
7.	Is the motion to take from the table debatable?	____	____
8.	Does the motion to adjourn have to be seconded?	____	____
9.	Does an amendment require a second before it can be discussed?	____	____
10.	Is the motion to lay on the table debatable?	____	____
11.	Does the motion to suspend the rules require a two-thirds vote?	____	____
12.	Is it necessary to rise when seconding a motion?	____	____
13.	Should the presiding officer stand when addressing the chapter?	____	____
14.	Is the motion to lay on the table a subsidiary motion?	____	____
15.	Is the motion to amend always amendable?	____	____
16.	Does the motion to amend always require a second?	____	____
17.	Is the motion to amend always debatable?	____	____
18.	May the motion to amend be reconsidered?	____	____

	YES	NO
19. Does the motion to lay on the table require a second?	____	____
20. Is the motion to lay on the table amendable?	____	____
21. Does the motion to lay on the table require a majority vote?	____	____
22. Is the motion to adjourn, if a privileged motion, debatable?	____	____
23. Should the presiding officer always be addressed as Mr. or Madam President?	____	____
24. May members discuss a motion before it is seconded?	____	____
25. Is a good presiding officer tactful, helpful, and fair?	____	____
26. Does one rap of the gavel call the chapter to order?	____	____
27. May a motion to refer to a committee be debated?	____	____
28. Is a majority vote required in order to confirm a point of order?	____	____
29. Does a tie vote on an appeal reverse the decision of the chair?	____	____
30. Is a majority vote required to close nominations?	____	____

ASSIGNMENT SHEET 3	PARLIAMENTARY PROCEDURE	IV

NAME _____ SCORE _____

OBJECTIVE 15 **Use correct order to process a motion (Rule of Eight).**

INTRODUCTION Chapter members are responsible for using correct procedures to progress a motion that is before the membership. Although it is a simple process, it requires some practice.

DIRECTIONS Write the correct order to progress a motion for the situations below.

A. Write the steps necessary to move the main motion, "The chapter have a party on Friday, March 15, at 6:30 P.M."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B. Write the correct steps to amend the main motion by changing the time from 6:30 P.M. to 7:30 P.M.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ASSIGNMENT SHEET 1

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time to which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	2/3	Yes
Limit debate	Yes	No	Yes	2/3	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Affirmative only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	2/3 opposed	Negative only
Parliamentary inquiry	No	No	No	Chair Answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	2/3	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No

*See *Robert's Rules of Order, Newly Revised* for exceptions.

Adapted with permission of the National FFA Organization, National FFA Center.

ASSIGNMENT SHEET 2

1. Answers may include any two of the following:
   - Rescind
   - Limit debate
   - Suspend the rules
   - Previous question

2. To place information before the body of the house

3. To modify, change, or clarify a motion

4. Answers should include the following:
   - Question of privilege
   - Point of order
   - Division of the assembly
   - Parliamentary inquiry
   - To withdraw a motion

5. Answers should include any four of the following:
   - Adjourn
   - Question of privilege
   - Point of order
   - Appeal
   - Suspend the rules
   - Division of the assembly
   - Parliamentary inquiry
   - To withdraw a motion
   - Lay on the table
   - Previous question
   - Call for the orders of the day
   - Object to the consideration of the question
   - Postpone indefinitely
   - Take from the table
   - Reconsider

6. Answers should include the following:
   - Inserting or adding
   - Striking out
   - Striking out and inserting

7. No
8. Yes
9. Yes
10. No
11. Yes
12. No
13. Yes
14. Yes
15. Yes
16. Yes

17. No
18. Yes
19. Yes
20. No
21. Yes
22. No
23. Yes
24. No
25. Yes
26. Yes
27. Yes
28. No
29. No
30. No

ASSIGNMENT SHEET 3

A.
1. Member rises and addresses the presiding officer
2. Member is recognized
3. Member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
4. Another member seconds the motion
5. Presiding officer states motion
6. Motion is debated
7. Presiding officer takes the vote
8. The result of the vote is announced

B.
1. Member rises and addresses the presiding officer
2. Member is recognized
3. Member says, "I move to amend the main motion by striking out 6:30 P.M. and inserting 7:30 P.M."
4. Another member seconds the amendment
5. Presiding officer states the amendment
6. The amendment is debated
7. Presiding officer takes the vote on the amendment
8. The result of the vote is announced

PARLIAMENTARY PROCEDURE

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions. Write the correct letters in the blanks. Definitions are continued on the following page.

_____1. To close or terminate a meeting

_____2. Official gathering of an organization's members to transact business

_____3. Less than half

_____4. Small group of people designated to perform a specific function

_____5. Another member agrees that a motion should come before the assembly

_____6. Set of rules for conducting a meeting in an organized and efficient manner

_____7. More than half

_____8. Number of members needed to be present to legally transact business

_____9. Formal discussion of the merits of a motion

_____10. Demand by a single member that the vote be retaken by rising

_____11. Formal proposal by a member that the assembly take certain action

a. Conference
b. Second
c. Rules of order
d. Discussion
e. Bylaws
f. Meeting
g. Chair
h. Third
i. Committee
j. Constitution
k. Debate
l. Executive session
m. Minority
n. Motion
o. Division
p. Majority
q. Quorum
r. Postpone
s. Adjourn
t. Amend

_____12. Document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

_____13. Presiding officer of the meeting

OBJECTIVE 2

Select from the following list purposes of parliamentary procedure. Write an "X" in the blank before each correct answer.

_____1. Rule of the majority

_____2. Limiting debate to five minutes

_____3. Letting president control intent of meeting

_____4. Democracy in action

_____5. Justice to all

_____6. Rights of the minority

_____7. Consideration of one subject at a time

_____8. Requirement of a quorum

_____9. Rights of individual members

_____10. Rights of absentee members

_____11. Controlling what the chapter does

_____12. Allowing full and free debate

_____13. Handling up to four items at a time

OBJECTIVE 3

State the function of the gavel.

_____

_____

OBJECTIVE 4

Match methods of voting to their correct definitions. Write the correct letters in the blanks.

_____1. An alternative method that can be used in place of rising vote in very small assemblies

_____2. Members vote by standing

_____3. Members send in their votes by mail

_____4. Members vote by saying "aye" or "no"

_____5. Members cast a secret, written vote

_____6. A power of attorney given by one person to another to vote in his or her stead

_____7. Members vote when their names are called

a. Standing vote
b. Letter vote
c. Voice vote
d. Voting by mail
e. Proxy voting
f. Name vote
g. Ballot vote
h. Written vote
i. Roll call vote
j. Show of hands
k. Rising vote
l. Attorney vote

OBJECTIVE 5

Match types of motions to their correct descriptions. Write the correct letters in the blanks.

_____1. Motions that have no relation to the pending question, but are of such urgency or importance that they are entitled to immediate consideration; they relate to members and the organization rather than to particular items of business

_____2. Motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

_____3. Motions which bring a question again before the assembly for its consideration

_____4. Motions that provide a method of bringing business before the assembly for consideration and action; they can only be introduced if no other business is pending

_____5. Motions (1) which arise from a pending question; (2) which arise from a question that has just been pending; or (3) that relate to the business of the assembly

_____6. Motions that seek to obstruct the will of the assembly by being absurd in substance

a. Accidental
b. Main
c. Dilatory
d. Subsidiary
e. Special
f. Privileged
g. Emergency
h. Incidental
i. Primary
j. Restorative

OBJECTIVE 6

Match types of motions to their correct classifications. Write the correct letters in the blanks. Answers may be used more than once. Motions continue on the following page.

_____1. Objection to the consideration of the question

_____2. Main motion or main question

_____3. Point of order

_____4. Amend

_____5. Commit (refer to a committee)

_____6. Parliamentary inquiry

_____7. Adjourn

_____8. Lay on the table

_____9. Division of the assembly

_____10. Postpone definitely

_____11. Suspend the rules

_____12. Previous question

_____13. Limit or extend limits of debate

_____14. Appeal

_____15. Take from the table

_____16. Postpone indefinitely

_____17. Reconsider

_____18. Raise the question of privilege

_____19. Motion that is absurd in substance

_____20. Recess

a. Emergency
b. Subsidiary
c. Dilatory
d. Main
e. Special
f. Privileged
g. Accidental
h. Incidental
i. Primary
j. Restorative

_____21. Fix the time to which to adjourn

_____22. Call for the orders of the day

_____23. Consideration by paragraph or seriatim

_____24. Division of a question

OBJECTIVE 7

Match parliamentary procedures to their correct uses during a meeting. Write the correct letters in the blanks.

_____1. Question the chair's decision on a voice vote

_____2. Present business for action

_____3. Cancel action taken by chapter

_____4. Kill the main motion

_____5. Defer a matter to a specified time

_____6. Set matter aside for an emergency reason

_____7. Establish length of time for discussion

_____8. Change or modify

_____9. Take up an item that was laid on the table

_____10. Let a few members attend to a matter

_____11. Allow a member to question the decision of the chair

_____12. Stop a debate and amendments and order an immediate vote

_____13. Call attention to procedural error

a. Adjourn

b. Main motion

c. Postpone indefinitely

d. Question

e. Division of the assembly

f. Rescind

g. Lay on the table

h. Reject a motion

i. Limit debate

j. Amend

k. Commit or refer to a committee

l. Legality of a question

m. Take from the table

n. Previous question

_____14. Do something contrary to the rules

_____15. Ask question relating to parliamentary procedure

_____16. Prevent a motion from being voted on

_____17. Provide an opportunity to vote a second time on a matter

_____18. Determine whether a question is in accord with bylaws

_____19. Set a time for next meeting

_____20. Attend to well-being and comfort of the chapter members

_____21. Dismiss members from meeting

o. Appeal

p. Suspend the rules

q. Withdraw a motion

r. Discuss

s. Objection to consideration

t. Return

u. Question of privilege

v. Delegation

w. Fix the time to which to adjourn

x. Reconsider

y. Parliamentary inquiry

z. Point of order

aa. Postpone definitely

bb. Schedule meeting

OBJECTIVE 8

Arrange in order the steps in the progression of a motion. Write the correct numbers in the blanks.

_____ Assembly debates and/or amends the motion

_____ Member proposes the motion

_____ Member rises and addresses the presiding officer

_____ Result of the vote is announced

_____ Presiding officer states the motion

_____ Member is recognized

_____ Presiding officer takes the vote

_____ Another member seconds the motion without rising or addressing the chair

OBJECTIVE 9 **State the purpose of a motion to amend.**

_____

_____

OBJECTIVE 10 **List ways to amend a motion.**

_____

_____

_____

OBJECTIVE 11 **Select from the following list duties of a chapter president relating to using parliamentary procedure.** Write an "X" in the blank before each correct answer.

_____1. Appoint committees

_____2. Remain impartial

_____3. Decide the order of speakers

_____4. Vote on all motions introduced

_____5. Invite guest speakers

_____6. Enforce good decorum in debate

_____7. Influence a vote by giving own opinion

_____8. Second motions

_____9. Decide on points of order

_____10. Avoid influencing a vote by commenting on a motion

_____11. Restrain speakers within the limits of the rules

_____12. Favor friends and senior members

OBJECTIVE 12

List four characteristics of a chapter parliamentary procedure team member.

_____

_____

_____

_____

NOTICE

The following assignment sheets are not a part of the written test. If these assignments have not been completed, check with the instructor.

OBJECTIVE 13

Complete a table of parliamentary procedure motions. SCORE _____

OBJECTIVE 14

Use resources to answer questions about parliamentary procedure. SCORE _____

OBJECTIVE 15

Use correct order to process a motion (Rule of Eight). SCORE _____

OBJECTIVE 1

1. s
2. f
3. m
4. i
5. b
6. c
7. p
8. q
9. k
10. o
11. n
12. e
13. g

OBJECTIVE 2

1, 4, 5, 6, 7, 8, 9, 10

OBJECTIVE 3

Answer should state the following:

To aid in conducting an orderly meeting

OBJECTIVE 4

1. j
2. k
3. d
4. c
5. g
6. e
7. i

OBJECTIVE 5

1. f
2. d
3. j
4. b
5. h
6. c

OBJECTIVE 6

1. h
2. d
3. h
4. b
5. b
6. h
7. f
8. b
9. h
10. b
11. h
12. b
13. b
14. h
15. j
16. b
17. j
18. f
19. c
20. f
21. f
22. f
23. h
24. h

OBJECTIVE 7

1. e
2. b
3. f
4. c
5. aa
6. g
7. i
8. j
9. m
10. k
11. o
12. n
13. z
14. p
15. y
16. q
17. x
18. s
19. w
20. u
21. a

OBJECTIVE 8

6, 3, 1, 8, 5, 2, 7, 4

OBJECTIVE 9

Answer should state the following:

To modify the wording, and within certain limits the meaning, of a pending motion before the pending motion itself is acted upon

OBJECTIVE 10

Answer should include the following:

- By inserting or adding words to a paragraph
- By striking out words or a paragraph
- By striking out and inserting

OBJECTIVE 11

2, 3, 6, 9, 10, 11

OBJECTIVE 12

Answer should include any four of the following:

- Desire to work
- Strong, clear voice
- Ability to use parliamentary procedure
- Calm manner
- Dependability
- Humbleness
- Self-confidence

OBJECTIVE 13

Refer to answers to Assignment Sheet 1.

OBJECTIVE 14

Refer to answers to Assignment Sheet 2.

OBJECTIVE 15

Refer to answers to Assignment Sheet 3.

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Invite guest speakers to discuss giving presentations.
- Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Discuss the terms and definitions that will be used in this unit.
- Lead a class discussion concerning the importance of having a positive self-image when making presentations before the public. Use Zig Ziglar's book, *See You at the Top*, as a resource for this discussion.
- Discuss the reasons learning public speaking fundamentals is important.
- Have students write paragraphs telling why learning public speaking fundamentals is important.

Objective 2

- Explain the difference between "hearing" a speaker and really "listening" to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—receiving, processing, and evaluating the speaker's message.
- Explain the difference between "talking" and "speaking." Speaking involves using effective verbal skills, such as proper diction, grammar, and pronunciation. Speaking aiso involves using effective nonverbal skills, such as visible body movements, facial expressions and gestures, and posture to communicate messages.

- Have students use magazines to cut out illustrations of both verbal and nonverbal communication. Instruct each student to find at least three examples of each type of communication. Have the students display the illustrations on poster boards and label the examples as verbal or nonverbal.

- Explain the term "particular purpose" used in each of the definitions presented in the information sheets under Objective 2. Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, and introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, and to be integrated into a group.

- List the words "inform," "persuade," and "integrate" as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Encourage each student to provide a speech topic.

  EXAMPLE: A speech encouraging people to join the alumni association should be classified under the "persuade" column.

- Invite a representative from a local Toastmasters club to visit the class and provide an overview of the importance of communication skills.

Objectives 3 and 4

- Discuss the different types of presentations and their purposes. Stress the importance of selecting the right type of presentation for the purpose.

- Have students complete Activity Sheet 1, "A Prepared 3-Minute Presentation," to help students adapt to speaking before audiences. Ask students to identify their intended purposes for the presentations they prepared.

  EXAMPLES: Entertain, inform, influence

- Have each student develop a list of situations in which each type of presentation would be the most effective.

- Instruct each student to write three brief paragraphs about TSA. Each paragraph should be written with a different intended purpose. One paragraph should be entertaining, one should be informative, and one should be influencing.

  The paragraphs can be written in any order. After the students have written the three paragraphs, have students read their paragraphs aloud, and ask the rest of the class to identify the purpose of each paragraph.

Objective 5

- Invite a speech teacher to visit the class and discuss ways to prepare for a successful speech.

- Explain that knowing your audience is one of the most important aspects of a successful speech. To illustrate how television tries to cater to certain audiences, have students watch their favorite television programs and list the commercials that are seen during this show. Next, have the students watch television programs they are not normally interested in, such as a news documentary or a cartoon. Instruct the students to keep lists of the commercials during these programs as well. Tell the students to compare the lists. Each list will probably have a different set of products. Point out to the students that each television program has a particular viewing audience. The program's script is written with this audience's interests in mind.

- Have the students generate lists of factors to consider when determining who their audience is.

  EXAMPLES: Age of the audience, size of the audience, background of audience members, where the audience will meet, how frequently the audience is together

- Discuss reasons using current information is important when preparing a speech.

Objective 6

- Lead a discussion concerning the importance of following the order of the steps presented in the information sheets. Explain that they will save themselves time and energy if they follow these steps when writing a speech.

- Use *You Mean I Have to Stand Up and Say Something?* as a supplemental teaching resource. This book guides the readers through each step involved in writing and presenting a speech.

- **Objective 7**

  Take students on a field trip to either the school or public library. Arrange for the librarian to visit with the class about research procedures. Be sure and point out where the *Reader's Guide to Periodical Literature* is located in the library. Explain to the students how the guide is used in conducting research. If applicable, explain the use of computers to speed up the research process.

- Point out to the students the various trade magazines and journals available to them in the classroom. Show students how to complete tasks associated with researching a subject.

  EXAMPLES: How to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, how to record key information from a useful article

- Have students complete Assignment Sheet 1 to help them learn how to select a speech topic and gather the information needed to prepare a speech on that topic.

Objective 8

- Lead a class discussion concerning the use of statistics and quotations in a speech. Emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited. When used, they must be quoted precisely, in context, and be correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

- Play a videotape recorded from a technological program. As the speaker uses a quotation or statistic, stop the player and point out the information the speaker presented. Have the class discuss the effectiveness of using quotations and statistics in this speech.

- Point out to the students that there are several good reference books in the school or public library that contain quotations, proverbs, and facts about various subjects. These reference books often serve as good resources for making a speech more interesting.

Objective 9

- Lead a class discussion about the usefulness of outlines. Point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing their speeches' strengths and weaknesses if they will make outlines **before** attempting to write their speeches.

- Use Transparency Master 1 to start the discussion about outlines.

Objective 10

- Use Transparency Master 2 to illustrate the discussion concerning parts of an outline.

- Ask students to generate lists of ways to make an introduction an attention grabber.

  EXAMPLES: Use a powerful statistic, a comparison, a real-life example

- Lead a discussion on ways the information included in the body of the speech can be organized. Emphasize that the most important factor to be concerned with is whether or not the information is presented logically.

  EXAMPLES: Sequential, alphabetical, numerical, cause-and-effect

- Have the students discuss what they believe a conclusion should include. Follow up the discussion by having the local English or speech teacher provide examples of well-written conclusions.

Objective 11

- Discuss the two types of outlines. Use Transparency Masters 3, 4, and 5 to reinforce the discussion.

- Have students practice writing outlines. Divide the class into small groups and assign each group a speech topic. Instruct the students to use the topics to generate parts of outlines. Tell each group to write the outlines in both types—topical and sentence.

- Ask students to complete Assignment Sheets 2, 3, 4, and 5, which require students to write speech outlines, introductions, bodies, and conclusions. Guide students through these assignment sheets in the order they are presented, and have students turn in one assignment sheet for evaluation before they proceed to the next assignment sheet. One variation to the assignments would be to have students exchange papers and critique each other's before turning the assignments in to the instructor.

Objective 12

- Introduce and then show the film, *Speaking to One or One Thousand*. Ask students to take notes over the methods used to develop delivery that are presented in the film. Ask students to volunteer the methods they have listed and write a class list on the chalkboard to discuss.

- Refer students to Activity Sheets 2, 3, and 4, which provide the students with opportunities to practice giving prepared speeches, demonstration presentations, and illustrated presentations.

- Tape record the students' speeches to provide opportunities for students to hear how they sound to others.

- Videotape the students' speeches and have the students view the tapes. Discuss the strengths and weaknesses of each student's delivery.

- Have the students generate a list of professionals who can provide assistance in learning how to deliver a speech.

  EXAMPLES: Toastmasters member, public relations director, attorney, corporate executive, city council member

Objective 13

- Have the students view *How to Speak With Confidence*, a video which discusses ways to make an impact on the audience when delivering a speech.

- Show a video from a past TSA convention and have students evaluate the TSA officers' abilities to maintain eye contact, use gestures appropriately, maintain good posture, move around as necessary, demonstrate good voice control, set an appropriate pace for the speech, and use visuals.

Objective 14

- Have students collect pictures from magazines to show different hand and facial gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.

- Instruct the students to watch television commercials for one night, take notes on commercials, and then report to the class about the commercials that make the best use of gestures to convey their messages.

- Show a video or bring a television to class and tune in to a television program. Turn down the sound completely and instruct students to take notes about what they believe is happening based on what they see. Tell students to use the characters' gestures as clues to the action. After the video or program, have students compare notes and discuss why there are differences.

Objective 15

- Review the ways to make a good impression when delivering a speech. Point out that a person often does not have the opportunity to make a second impression. Emphasize that the audience will begin to form impressions as soon as they see the speaker, before a single word is spoken.

- Refer students to Unit III, Objective 12, for additional information concerning first impressions.

Objective 16

- Explain to the students that evaluating someone else's speech will also assist in a personal evaluation of the quality of their own speeches.

- Have each student use Activity Sheet 5 as a form to evaluate another student's speech, or if time permits, make more copies of the evaluation sheets so that students may evaluate all the speeches presented by fellow students. Follow up the activity with a discussion of the results of the evaluations.

- Invite a current or former TSA judge for the extemporaneous speech or the prepared speech competitive events to visit the class and discuss the methods he or she uses to judge the speeches.

Objective 17

- Discuss the organizations where students should consider giving their presentations for additional practice and experience.

- Contact one or more of the organizations listed in Objective 17 and make plans for several of the students to make a presentation to the organization. This is a good way for the students to prepare for public speaking contests.

Objective 18

- Have each student write a welcome address for an event. Ask students to read their addresses to the class.

  EXAMPLE: The opening program for the technology education open house located in the technology education laboratories. The public, parents, and students are invited.

- Have a student present a welcome address to the class before the 3-minute presentations, prepared speeches, demonstrations, and illustrated presentations.

Objective 19

- Review the steps for making platform introductions. Demonstrate the procedure when introducing one of the class's guest speakers.

- Have students make platform introductions for students who are presenting their speeches.

Objective 20

- Review the steps for presenting awards with the class.

- Arrange to have a mock awards presentation in class and allow each student to present an award to a fellow student.

APPLICATION

Objective 21

- If not completed earlier in this unit, use Assignment Sheet 1 to help students select speech topics and gather information for prepared speeches.

Objective 22

- If not completed earlier in this unit, have students use Assignment Sheet 2 to write outlines for prepared speeches.

Objective 23

- If not completed earlier in this unit, use Assignment Sheet 3 to provide students opportunities to practice writing the introductions to prepared speeches.

Objective 24

- If not completed earlier in this unit, have students use Assignment Sheet 4 to write the bodies of prepared speeches.

Objective 25

- If not completed earlier in this unit, use Assignment Sheet 5 to assist students in writing the conclusions to prepared speeches.

EVALUATION

Written Test

- Explain to students that they will be asked to demonstrate on the written test actions listed in the specific objectives.
- Give the written test.
- Evaluate the students on assignment sheet activities if not previously done.
- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. If required, adjust scope, sequence, or instructional approaches for additional lessons.

SUGGESTED RESOURCES

Audiovisual Materials

- *How to Speak With Confidence*

  NOTE: This video is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Instructional Media Specialist, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may order *How to Speak With Confidence* from Ready Reference Press, Post Office Box 5249, Santa Monica, California 90405, phone 800-424-5627.

- *Speaking to One or One Thousand*

  NOTE: This video or film is available for rent at a cost from CRM Films, ATTN: Educational Sales Representative, 2233 Faraday Avenue, Suite F, Carlsbad, California 92008, phone 800-421-0833.

Publications

- Detz, Joan. *You Mean i Have to Stand Up and Say Something?* New York: Atheneum, Macmillan Publishing Company, 1986.

  NOTE: Ordering and cost information for this book may be obtained from Atheneum, Macmillan Publishing Company, ATTN: Mail Order Department, Front and Brown Street, Riverside, New Jersey 08075, phone 800-257-5755.

- Ziglar, Zig. *See You at the Top.* Gretna, Louisiana: Pelican Publishing Company, Inc., 1982.

- **NOTE:** Ordering and cost information for this book may be obtained from Pelican Publishing Company, Inc., 1101 Monroe Street, Gretna, Louisiana 70053, phone 800-843-1724.

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- *AIASA—Learn, Grow, Become.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.

- Carnegie, Dale. *How to Develop Self-Confidence and Influence People by Public Speaking.* New York: Pocket Books, Inc., Division of Simon and Schuster, 1977.

- Detz, Joan. *You Mean I Have to Stand Up and Say Something?* New York: Atheneum, Macmillan Publishing Company, 1986.

- Eisenson, Jon and Paul H. Boase. *Basic Speech.* New York: The MacMillan Company, 1975.

- *How to Make Better Speeches.* New York: Cities Service Oil Company, Division of Marketing Training, 1964.

- *Leadership of Youth Groups.* Kansas City: Farmland Industries, n.d.

- Oliver, Robert T. and Rupert L. Cartright. *Effective Speech.* New York: Holt, Rinehart, and Winston, n.d.

- Patton, Bob. *Vocational Agriculture II: A Curriculum Guide.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1975.

- Patton, Bob; Greg Pierce; and Joyce Sawatasky. *VICA — Learn, Grow, Become.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

- Patton, Bob and Keith Harp. *Vocational Agricultural I: A Curriculum Guide.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1984.

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OBJECTIVE 1

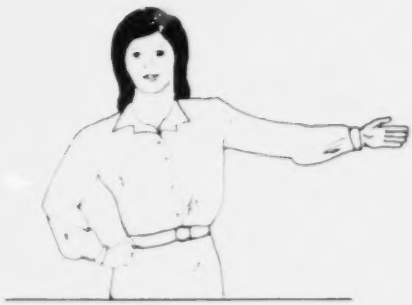
Match terms associated with giving presentations to their correct definitions.

- **Articulate** — To talk distinctly
- **Attitude** — Position assumed for a specific purpose
- **Communication** — Two-way process of speaking and listening
- **Context** — Interrelationship of words in a paragraph or sentence that makes clear their exact meanings
- **Fluency** — Quality of being effortlessly smooth and rapid; polished
- **Gesture** — Facial expression or body motion used to emphasize an idea (Figures 1 and 2)

EXAMPLES:

FIGURE 1

FIGURE 2



- **Outline** — Logical organization of ideas that forms the framework of any story, essay, or other form of information
- **Poise** — Easy, self-possessed assurance of manner
- **Pronunciation** — To pronounce words
- **Quotation** — Statement in which another person's words are cited exactly

- ***Reader's Guide to Periodical Literature*** — Monthly publication that identifies current magazine articles

  NOTE: The *Reader's Guide to Periodical Literature* may be found in most public libraries.

- **Speech** — Communication or expression of thoughts in spoken words

- **Statistics** — Data in the form of facts and figures

OBJECTIVE 2 **Match phases of communication to their correct definitions.**

Positive communication involves communicating assertively without damaging the other person's self-esteem. Positive communication serves several purposes such as furnishing knowledge, building relationships, exchanging information, solving problems, and making personal needs and wants known. The phases of communication include the following:

- **Speaking** — Using verbal and nonverbal expressions to transmit a message to a receiver for a particular purpose

  NOTE: The speaker must use effective verbal skills (proper diction, grammar, pronunciation) as well as effective nonverbal skills (visible body movements, facial expressions and gestures, posture) to communicate a message.

- **Listening** — Receiving, processing, and evaluating verbal and nonverbal messages expressed by a sender for a particular purpose

  NOTE: Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.

OBJECTIVE 3 **Match types of group presentations to their correct descriptions.**

There are various ways to communicate ideas to others. The following list includes types of group presentations.

- **Demonstration** — Presentation illustrating the step-by-step procedure for performing a task or assignment

- **Extemporaneous speech** — Speech given on the spur of the moment with little or no prior preparation

- **Illustrated presentation** — Presentation using visual aids and objects to assist in making a point

- **Oral report** — Presentation covering the facts of a speech, report, or written document
- **Panel discussion** — Presentation in which three or more individuals discuss a topic from different points of view
- **Prepared speech** — Formal presentation following a logical sequence

OBJECTIVE 4 **Select from a list general purposes of a group presentation.**

Purposes of group presentations vary depending upon the members of the group. The general purposes of a group presentation include the following:

- To entertain
- To influence
- To inform

OBJECTIVE 5 **Select from a list guidelines for preparing a successful speech.**

In order for a speech to accomplish its purpose, the following guidelines should be practiced:

- Choose an idea that is interesting to the audience.
- Choose an idea that is striking, different, or unusual.
- Choose information that is current and timely.
- Explain any new ideas or terms related to the subject (topic).
- Know your audience.
- Make the presentation clear.

  NOTE: Think about logical order.
- Phrase speech clearly for the audience.
- Practice giving the speech.

OBJECTIVE 6

Arrange in order steps to follow in writing a speech.

A successful speech should be well-planned and carefully written. The following steps serve as useful guidelines when writing a speech.

1. Select a familiar subject.
2. Research available references.
3. Record key information.

   EXAMPLE: Write on 3 × 5 cards
4. Develop an outline.
5. Write a rough draft.
6. Revise a rough draft.
7. Type or print the final copy.

OBJECTIVE 7

Select from a list guidelines to follow when gathering information for a speech.

Background information is available for the person who will look for it. The following list includes only a few reference possibilities.

- Check educational facilities and their publications.
- Check newspapers.
- Check personal books.
- Check school and public libraries.
- Contact appropriate federal, state, or county government agencies.
- Interview a resource person.

  EXAMPLES: President of a civic club, business owner, local politician
- Review back issues of trade and business magazines.
- Use *Reader's Guide to Periodical Literature* to locate magazine articles.
- Write to associations.

OBJECTIVE 8

State rules for using quotations and statistics in a speech.

Quotations and statistics are often used in a speech to reinforce an idea or personal opinion. However, certain rules apply to the use of quotations and statistics in speeches.

- Use only when needed to make a point.

  NOTE: Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.

- Make sure the source and date of the information are accurate.

  NOTE: It is common courtesy to cite the author's name, and doing so often helps support your information.

- Keep the true meaning of the quotations and statistics.

  NOTE: Use quotations and statistics in their original context.

OBJECTIVE 9

List reasons for using outlines.

The reasons for using outlines include the following:

- To help keep the speech relevant
- To help organize and develop ideas
- To help recognize the speech's strengths and weaknesses
- To help save time when writing the speech

OBJECTIVE 10

Match principal parts of an outline to their correct definitions.

Every outline should include the following three parts:

- **Introduction** — Beginning of speech; attracts and motivates audience

  NOTE: The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.

- **Body** — Central theme of speech; carries main ideas

  NOTE: The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting details. Its main objective is to develop fully the themes of your presentation.

- **Conclusion** — End of speech; reviews or summarizes main points of speech, or asks for action

  NOTE: The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. The conclusion must do two things: give the audience a feeling of completeness or satisfaction, and center attention on the whole idea of the speech rather than on any part of it. In short, it must drive home the central message of the speech.

OBJECTIVE 11

Define types of outlines.

There are two types of outlines. They both have advantages and disadvantages. The important principle to remember is to always prepare an outline before writing a rough draft.

- **Topical** — Outline style using key words or phrases to express the order of the thoughts to be presented in a speech. (Figure 3)

- **Sentence** — Outline style using complete sentences to express the order of the thoughts to be presented in a speech. (Figure 4)

  NOTE: The sentence outline is more complete and therefore usually a better outline style for beginning speakers to use.

FIGURE 3: Topical outline style

TITLE

Robotics Technology

I. **INTRODUCTION**

Importance of robotics and industry

II. **BODY**

A. **First main point**

Robotics applications

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

Impact of robotics

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Future of robotics

FIGURE 4: Sentence outline style

TITLE

Importance of Robotics in Microcomputers

I. **INTRODUCTION**

The use of robotics in microcomputers is essential to expanding computer technology.

II. **BODY**

A. **First main point**

One application of robotics has been in the assembly operation of microcomputer disk drives.

1. Subpoint #1
2. Subpoint #2

B. **Second main point**

The use of robotics in microcomputers increases productivity, improves quality, and reduces production costs.

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Robotics will continue to play an important role in our nation's microcomputer growth.

OBJECTIVE 12

State ways to develop proper delivery.

Making speeches is not a natural ability for most people. Some practice is usually necessary and always advisable.

- Ask for a professional to critique the delivery.
- Practice giving the speech in front of another person.
- Practice the speech in front of mirror.
- Use tape or video recorder for evaluating the delivery.

OBJECTIVE 13

Select from a list ways to develop and add meaning to the delivery of a speech.

The audience will be extremely bored if the speaker merely reads his or her speech. The following are ways to develop and add meaning to the delivery of a speech:

- Gesture.

  EXAMPLES: Use your hands; vary facial expressions

- Maintain eye contact.
- Maintain good posture.
- Move around.
- Maintain a good pace.
- Use visuals if appropriate.
- Use voice control.

OBJECTIVE 14

State reasons for using gestures when giving a speech.

Gestures should add to, not distract from a speech. Reasons for using gestures include the following:

- To convey attitudes or moods
- To emphasize specific thoughts
- To express thoughts and feelings

OBJECTIVE 15

State ways to make a positive impression when delivering a speech.

First impressions are very important when giving a speech. The audience should see a confident and poised person delivering the speech.

- Be enthusiastic and confident.
- Be neatly groomed.
- Be prepared.

  NOTE: The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.

- Let all important actions and gestures be seen clearly.
- Recognize that some fear is normal; do not get too upset.

  NOTE: To reduce nervousness, exercise before giving speech, control breathing, and practice mind control by picturing a pleasant scene.

- Speak clearly and in a pleasant tone of voice.

OBJECTIVE 16

List factors to consider when listening to and evaluating a speech.

Evaluating a speech involves much more than simply listening to the speaker's words. The following factors should be considered carefully when listening to and evaluating a speech.

Content of speech

- Accurate statements included
- Evidence of purpose
- Important and appropriate subject
- Suitable materials

Composition of speech

- Accomplishment of purpose
- Appropriate language
- Clear organization of content
- Logical development
- Proper sentence structure
- Unity of thought

Speaker's voice quality

- Proper articulation
- Proper force
- Proper pitch
- Proper pronunciation

Speaker's stage presence

- Appropriate attitude
- Appropriate personality
- Ease before audience
- Good poise and body posture

Speaker's personal appearance

- Appropriate dress
- Neat appearance

Speaker's power of expression

- Direct
- Fluent
- Good communicative ability
- Good conveyance of thought and meaning
- Proper emphasis
- Sincere

Speaker's response to questions

Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech

Speech was interesting, understandable, convincing, pleasing, and captivating

OBJECTIVE 17

List organizations to consider in giving a presentation.

Organizations to consider in giving a presentation include the following:

- Agency to Reduce Crime
- American Legion
- Better Business Bureau
- Chamber of Commerce
- Chief School Officers
- City Council Meetings

- House of Representatives and/or Senate
- International Technology Education Association
- Jaycees
- Kiwanis Club
- Knights of Columbus
- Labor Unions

  EXAMPLE: AFL-CIO
- League of Women Voters
- Lions Club
- Local Business or Industry Board Meetings
- Local School Board
- National Association of Parliamentarians
- Optimist Club
- Other Youth Organizations

  EXAMPLES: School, vocational, special programs, Boy Scouts
- Parent/Teacher Association
- Public School Assemblies
- Retail Merchants Association
- Rotary Club
- Secondary School Principals
- Society of Manufacturing Engineers
- State Board of Education
- State Education Association
- State Technology Education Association
- Toastmasters
- Veterans of Foreign Wars
- Vocational Associations
- Women's Club

OBJECTIVE 18

List steps for presenting welcome addresses.

Steps for presenting welcome addresses include the following:

- Stay calm.
- Be brief.
- Give your appreciation to the audience for their attendance.
- Remain poised.

- State the purpose of meeting.

OBJECTIVE 19

List steps for making platform introductions.

It is important to properly make platform introductions. The speaker deserves to be treated with courtesy. The steps for making platform introductions include the following:

- Stay calm.
- Remain poised.
- Give brief background information about speaker.

  EXAMPLES: High school, organizations, family, hobbies, education, occupations

- State the presentation's title (if possible).
- State speaker's name at the end of the introduction.
- Keep introduction under 1½ minutes.
- Lead applause.
- Remain at podium until the speaker arrives at podium.
- Go behind the speaker to your seat, not in front of the speaker.
- After the speech, make short comment commending speaker's presentation, and thank the speaker by presenting him or her with an award or certificate.

OBJECTIVE 20

List steps for presenting awards.

Awards should be presented with dignity and poise. The recipient should be made to feel special for his or her accomplishments. The steps for presenting awards include the following:

- Stay calm.
- Explain the award's importance.
- Introduce the recipient while discussing the recipient's accomplishments.

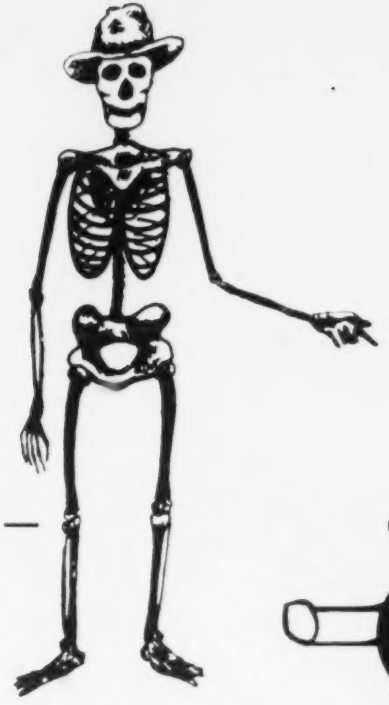
- Shake the recipient's *right* hand while handing the award with your left hand.

  NOTE: This procedure requires your hands to cross, therefore, a person should practice the motion several times prior to the presentation to avoid embarrassment.

- Encourage the recipient to face the audience.

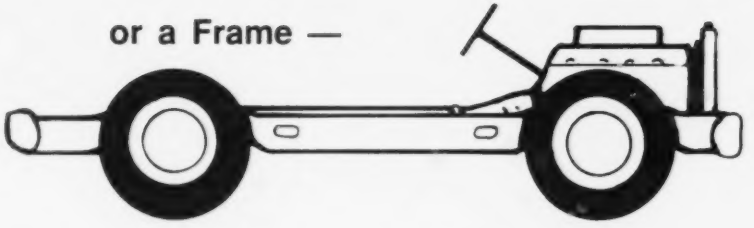
- Lead applause.

What Is an Outline?



A Skeleton —

or a Frame —



An outline forms the framework of a speech.

Principal Parts of an Outline

I.	INTRODUCTION:	Arouses interest in the speech and indicates appreciation of the audience.
II.	BODY:	Develops the main idea; lets the audience know what they are to hear and prepares them for good listening.
III.	CONCLUSION:	Summarizes, reviews, urges action, or gains respect for ideas expressed.

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What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

A. First main point

1. Subpoint #1
2. Subpoint #2

B. Second main point

1. Subpoint #1
2. Subpoint #2

III. CONCLUSION

Topical Outline Style

TITLE

Robotics Technology

I. **INTRODUCTION**

Importance of robotics and industry

II. **BODY**

A. First main point

Robotics applications

1. Subpoint #1
2. Subpoint #2

B. Second main point

Impact of robotics

1. Subpoint #1
2. Subpoint #2

III. **CONCLUSION**

Future of robotics

Sentence Outline Style

TITLE

Importance of Robotics in Microcomputers

I. **INTRODUCTION**

The use of robotics in microcomputers is essential to expanding computer technology.

II. **BODY**

A. First main point

One application of robotics has been in the assembly operation of microcomputer disk drives.

1. Subpoint #1

2. Subpoint #2

B. Second main point

The use of robotics in microcomputers increases productivity, improves quality, and reduces production costs.

1. Subpoint #1

2. Subpoint #2

III. **CONCLUSION**

Robotics will continue to play an important role in our nation's microcomputer growth.

NAME _____

A PREPARED 3-MINUTE PRESENTATION

INTRODUCTION

One of the best and easiest ways to begin preparing a presentation is to select a topic that is familiar to you. The following exercise utilizes a familiar subject — yourself.

DIRECTIONS

Prepare a 3-minute presentation about yourself, using the situation below:

> You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person.

Describe yourself in detail so that the person will be able to identify you in the crowd at the airport. Prepare your remarks below and on the back of this page.

NAME _____

A PREPARED SPEECH

INTRODUCTION

A speech should move through the introduction, body, and conclusion smoothly. When a speech is finally delivered, it should flow easily and maintain the audience's attention throughout.

DIRECTIONS

Use Assignment Sheets 3, 4, and 5 to make a rough draft of your speech. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements. After rewriting the speech into a final draft, you are ready to deliver the speech.

The following points may be of assistance:

Before delivering the speech . . .

- Study and restudy the speech. Make sure that you know your speech; memorize it if necessary.

  NOTE: A good way to memorize a speech is to read it aloud several times.

- Practice the speech in front of a mirror. Practice the use of gestures.

- Tape or videotape the speech and review it. This provides the opportunity to hear how you sound or to see and hear how you deliver a speech.

When delivering the speech . . .

- Be neatly groomed.
- Be prepared.
- Maintain eye contact.
- Gesture.
- Maintain good posture.
- Move around.

- Let all important actions or gestures be seen clearly.
- Recognize that some fear is normal.
- Speak clearly and in a pleasant tone of voice; use voice control.

NAME _____

A DEMONSTRATION PRESENTATION

INTRODUCTION

Demonstrations are much easier to develop and present than are other types of presentations. However, thorough preparation before giving the demonstration is important.

DIRECTIONS

Select a topic that is of interest to you and give a demonstration. Complete the following exercise to help prepare for the presentation.

PART I

TOPIC: _____

1. What tools and equipment are needed?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. What visuals are needed?

_____

_____

_____

_____

_____

_____

_____

_____

3. Where will the demonstration be presented?

   NOTE: Remember, everyone in the room must be able to see the presentation. Always check the room arrangement before giving the presentation.

4. Having identified the topic and listed the equipment and tools needed, prepare the presentation. Use the following information for assistance.

   - Make sure that the topic is current and that you are thoroughly familiar with the content.
   - Develop the demonstration.
   - Practice the demonstration and revise as necessary.
   - Review the time frame; the presentation should not run over 15 minutes.
   - Make sure that the visuals used during the presentation are large enough to be seen by all people in attendance.
   - Make sure that all of the tools and equipment are available, in working condition, and clean.
   - Check the meeting place several days prior to giving the presentation.
   - Make sure that safety procedures are followed while giving the demonstration.

PART II

This part of the activity sheet will be used by the instructor or another student to evaluate the demonstration. Read through the evaluation carefully. It will help to know what points to check before giving the demonstration.

1. What was the length of the presentation? _____

2. Did the demonstration follow a logical sequence?
   Yes _____ No _____

3. Did the presenter speak in a clear, distinct tone?
   Yes _____ No _____

4. Was the demonstration interesting? Yes _____
   No _____

5. Could the demonstration be seen clearly, and were the visuals large enough to be seen? Yes _____ No _____

6. Were proper safety procedures followed? Yes _____
   No _____

   If no, what safety procedures were not followed? _____

   _____

   _____

   _____

   _____

7. Did the presenter have all of the necessary tools and equipment? Yes _____ No _____

8. What, if any, tools were missing? _____

9. Rate the presenter: Excellent _____ Good _____
   Fair _____ Poor _____

10. What were the strengths of the presentation? _____

11. What were the weaknesses of the presentation? _____

12. In what ways could the presentation have been improved?

NAME _____

AN ILLUSTRATED PRESENTATION

INTRODUCTION

The use of audiovisual aids can increase the effectiveness of a speech. It is important to select interesting and relevant visuals when giving an illustrated presentation.

DIRECTIONS

Complete the following exercise to prepare for giving a 3-minute illustrated presentation.

PART I

1. Select a topic that interests you.

   TOPIC: _____

2. Determine where the presentation will be given. _____

   NOTE: People must be able to see the visuals during the presentation. Check the room arrangement before giving the presentation.

3. Select and prepare visuals from the list below. Select types of visuals that will be used and write a brief description of each.

   - Charts _____
   - Models _____
   - Posters _____
   - Photographs _____
   - Actual objects _____

- Transparencies _____

_____

- Other _____

_____

4. List the equipment needed.

_____

_____

_____

5. Now that you have selected the topic, identified where the presentation will be given, and determined the types of visuals needed, you can start preparing the presentation. The following information may be helpful.

   - Make sure that the topic selected is timely and that you feel comfortable with the topic.
   - Review the time frame; the presentation should not run over 3 minutes.
   - Visuals are the key to the presentation. Make sure they are large enough to be seen at the back of the room. Colors make visuals stand out better and illustrate selected points.
   - Arrange visuals according to the points you wish to make.
   - Practice the presentation several times, paying close attention to the time.
   - Handle the visuals skillfully:

     Address the visual and the audience;

     using a pointer, point to the visual to illustrate specific points;

     place visual at the back of the stack and continue with the presentation.

PART II

This part of the activity sheet will be used by the instructor or another student to evaluate the illustrated presentation. Read through the evaluation carefully. It will help to know what points to check before giving the presentation.

1. What was the length of the presentation? _____

2. Did the presentation hold the attention of the audience? Yes _____ No _____

3. Did the presentation follow a logical sequence? Yes _____ No _____

4. Could the visuals be clearly seen from the back of the room? Yes _____ No _____

5. Were the visuals appropriate for the topic? Yes _____ No _____

6. Rate the use of visuals:

   Overused ☐

   Used appropriately ☐

   Used very little ☐

7. Did the presenter handle the visuals correctly and skillfully? Yes _____ No _____

8. Rate the speaker's delivery.

   Voice

   _____a. Voice was loud

   _____b. Voice was soft

   _____c. Speaker spoke fast

   _____d. Speaker spoke in monotone

   Comments: _____

   _____

Stage Presence

a. Was the presenter dressed appropriately? Yes _____ No _____

Comments: _____

_____

b. Did the presenter exhibit good poise and body posture?

Yes _____ No _____

Comments: _____

_____

c. Was the presenter at ease before the audience?

Yes _____ No _____

Comments: _____

_____

d. Was the presentation interesting, understandable, convincing, pleasing? Did it hold the audience's attention? Yes _____ No _____

Comments: _____

_____

9. What were the strengths of the presentation? _____

_____

_____

_____

_____

_____

10. What were the weaknesses of the presentation? _____

_____

_____

_____

_____

_____

11. Rate the illustrated presentation.

Excellent _____ Good _____ Fair _____
Poor _____

12. In what ways could the presentation have been improved?

_____

_____

_____

_____

_____

NAME _____

EVALUATING ANOTHER STUDENT'S SPEECH

INTRODUCTION

Often the best way to learn is by watching someone else. When evaluating another student's speech it is important to give complete attention to the presenter. Remember, evaluating others is good preparation for self-evaluation.

DIRECTIONS

Review the points discussed in the information sheets under Objective 16, concerning factors to consider when listening to and evaluating speeches. Read through the following evaluation sheet to familiarize yourself with the questions. Evaluate another student's speech by completing the exercises included in this activity sheet.

Speech Identification Data

1. Record the speaker's name on the blank line below.

   _____

2. Record the title of the speech on the blank line below.

   _____

3. List the main point(s) the speaker made in the introduction to the speech.

   _____

   _____

   _____

4. List the main point(s) the speaker made in the body of the speech.

   _____

   _____

   _____

   _____

5. List the main point(s) the speaker made in the conclusion of the speech.

_____

_____

_____

6. Briefly state the topic of the speech on the lines below.

_____

_____

7. Briefly discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she speak clearly and pronounce words correctly?)

_____

_____

_____

8. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

_____

_____

_____

9. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

_____

_____

_____

10. Briefly discuss the speaker's ability to answer questions about the speech.

11. Discuss the general effect of the speech upon the audience.

ASSIGNMENT SHEET 1	GIVING PRESENTATIONS V

NAME _____ SCORE _____

OBJECTIVE 21

Select a speech topic and gather information for a prepared speech.

INTRODUCTION

Perhaps the most difficult part of writing a speech is getting started — selecting a topic and gathering information on that topic. When selecting a topic for a speech, choose a subject that is familiar and interesting. This assignment sheet will serve as a guide for these two "getting started" phases of speech writing.

DIRECTIONS

Select a speech topic and gather information for a prepared speech by completing the following exercise.

PART I

Since most students are interested in technology, the following list of speech contests available to members will be a good starting place to help select a speech topic. Study this list carefully and complete the questions that follow.

- Prepared Speech Contest

  NOTE: A speech for this contest must be on a previously announced subject. **The topic will be the published theme for the current year's conference. The theme will be published in the *Advisors Update* and the *School Scene*.** Information about technology and TSA is appropriate as long as it is a subregional contest. To participate on the national level, the published topic *must* be followed.

- Extemporaneous Speaking Contest

  NOTE: The contestants at this contest draw three topics and then choose the topic they wish to speak on from one of those three. Each contestant is allowed 15 minutes to prepare a 3-to-5 minute speech. The contestants present their speeches and may be required to respond to questions put forth by the contest judges. **The topics for this competitive event are related to technology subjects.** Examples of possible topics include the following:

  - "Fax Utilization"
  - "Recycling Trash — Environmental Impacts"
  - "Voice-activated Computers in the Workplace"

- "The Future of Robotics"
- "Satellite Technology in the Year 2000"
- "The Importance of Safety on the Job"
- "Becoming a Wise Consumer"
- "The Growth of Laser Technology"

1. Select one of the topics listed above, or choose one of your own. Write your selection in the space that follows.

_____

_____

PART II

Gathering information to develop a speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references.

1. Reread the information included under Objective 7, concerning guidelines to follow when gathering information for a speech, and then list possible references that may help in finding background information to develop your speech topic. List those reference sources on the blanks below.

   Possible reference sources:

   _____

   _____

   _____

   _____

2. Recording key information from resource materials (note-taking) involves quoting another person's thoughts or summarizing another's thoughts in one's own words in such a way that the idea is clear to you and the original thought has not been distorted.

   Read the following guidelines for recording information, and then, using the sources you listed in number 1, take notes to help develop your speech topic. Write an example of the information you would include on one 3 × 5 card in the blanks that follow the guidelines.

Guidelines for recording information

- Record information on 3 × 5 index cards.
- If in doubt about whether or not to take a note, take it. It is easier to discard an unnecessary note, than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure to enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information recorded.

ASSIGNMENT SHEET 2	GIVING PRESENTATIONS V

NAME _____ SCORE _____

OBJECTIVE 22 **Write an outline for a prepared speech.**

INTRODUCTION After gathering information from available sources, the next step in developing a speech is to make an outline. An outline provides direction and focus for a speech.

DIRECTIONS After reviewing the notes taken over the reference material, outline the speech, using the space below. Use either the topical or sentence outline style discussed in Objective 11 in the information sheets.

TITLE

_____

I. INTRODUCTION

_____

_____

II. BODY

A. First main point

_____

_____

1. Subpoint #1

_____

_____

2. Subpoint #2

_____

_____

B. Second main point

_____

_____

1. Subpoint #1

_____

_____

2. Subpoint #2

_____

_____

III. CONCLUSION

_____

_____

ASSIGNMENT SHEET 3	GIVING PRESENTATIONS V

NAME _____ SCORE _____

OBJECTIVE 23

Write an introduction for a prepared speech.

INTRODUCTION

The introduction sets the stage for a speech. The words used should be selected carefully. The introduction should be written in such a manner that the audience can identify with the speech. Ensure each sentence has a meaning.

DIRECTIONS

Using the outline developed in Assignment Sheet 2, write the introduction to the speech. Use the space below for the introduction. If more space is needed, use the back of this page.

Speech title: _____

Introduction: _____

ASSIGNMENT SHEET 4	GIVING PRESENTATIONS V

NAME _____ SCORE _____

OBJECTIVE 24

Write the body of a prepared speech.

INTRODUCTION

The body of a speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to the next. Use words that you feel comfortable saying. If dates and figures are used, make sure that the sources are given. A considerable amount of time should go into preparing the body of your speech.

DIRECTIONS

Using the outline you prepared in Assignment Sheet 2, write the body of the speech. Use the following pages for writing the speech. Read through the speech and make modifications as needed.

Speech title: _____

Body: _____

ASSIGNMENT SHEET 5	GIVING PRESENTATIONS V

NAME _____ SCORE _____

OBJECTIVE 25

Write the conclusion of a prepared speech.

INTRODUCTION

The conclusion should be short and closely tied to the text of the speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

DIRECTIONS

Using the outline developed in Assignment Sheet 2, write the conclusion to the speech. Use the space below to write the conclusion. If more space is needed, continue on the back of this page.

Speech title: _____

Conclusion: _____

ASSIGNMENT SHEET 1

PART I

1. Answers will vary, but might include one of the following topics:

   - "Fax Utilization"
   - "Recycling Trash — Environmental Impacts"
   - "Voice-activated Computers in the Workplace"
   - "The Future of Robotics"
   - "Satellite Technology in the year 2000"
   - "The Importance of Safety on the Job"
   - "Becoming a Wise Consumer"
   - "The Growth of Laser Technology"

PART II

1. Answers will vary, but might include points discussed in Objective 7. Answers should exhibit the use of thoughtful observation and knowledge of information gathering.

2. Answers will vary from student to student. Answers should show evidence that the student did take notes and that the student understands the principles involved in recording information.

ASSIGNMENT SHEET 2

Answers will vary according to the speech topic and the type of outline style selected — topical or sentence. The topical outline should only include words or phrases. The sentence outline should include complete sentences. Answers should demonstrate the students' abilities to develop logical outlines. Refer to the outline examples given in the information sheets in Objective 11.

ASSIGNMENT SHEET 3

Answers will vary. Students are expected to write introductions that use correct grammar and punctuation. The introduction should be interesting and one that will gain the audience's attention.

ASSIGNMENT SHEET 4

Answers will vary. Students should demonstrate their abilities to write bodies of prepared speeches. Answers should exhibit the following characteristics:

- Information is related to the topic
- Information is organized logically
- Information is interesting
- Quoted material is cited and enclosed in quotation marks
- Grammar and punctuation rules are applied correctly

ASSIGNMENT SHEET 5

Answers will vary. Students are expected to write conclusions that use correct grammar and punctuation. The conclusions should sum up the students' messages simply and directly. The conclusion should also be interesting to the audience.

GIVING PRESENTATIONS

NAME _____ SCORE _____

OBJECTIVE 1

Match terms associated with giving presentations to their correct definitions. Write the correct letters in the blanks.

_____1. Easy, self-possessed assurance of manner

_____2. Communication or expression of thoughts in spoken words

_____3. Position assumed for a specific purpose

_____4. Facial expression or body motion used to emphasize an idea

_____5. Statement in which another person's words are cited exactly

_____6. Two-way process of speaking and listening

_____7. To talk distinctly

_____8. To pronounce words

_____9. Data in the form of facts and figures

_____10. Quality of being effortlessly smooth and rapid; polished

_____11. Monthly publication that identifies current magazine articles

_____12. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

_____13. Logical organization of ideas that forms the framework of any story, essay, or other form of information

a. Speaker
b. Speech
c. Content
d. Communication
e. Talking
f. *Reader's Guide to Periodical Literature*
g. Quotation
h. Current magazines
i. Statistics
j. Gesture
k. Articulate
l. Movement
m. Pronunciation
n. Attitude
o. Structure
p. Fluency
q. Poise
r. Context
s. Outline
t. Socializing

OBJECTIVE 2

Match phases of communication to their correct definitions. Write the correct letters in the blanks.

_____1. Using verbal and nonverbal expressions to transmit a message to a receiver for a particular purpose

_____2. Receiving, processing, and evaluating verbal and nonverbal messages expressed by a sender for a particular purpose

a. Talking
b. Speaking
c. Listening
d. Visualizing

OBJECTIVE 3

Match types of group presentations to their correct descriptions. Write the correct letters in the blanks.

_____1. Presentation covering the facts of a speech, report, or written document

_____2. Presentation in which three or more individuals discuss a topic from different points of view

_____3. Presentation illustrating the step-by-step procedure for performing a task or assignment

_____4. Presentation using visual aids and objects to assist in making a point

_____5. Formal presentation following a logical sequence

_____6. Speech given on the spur of the moment with little or no prior preparation

a. Motivational speech
b. Demonstration
c. Verbal report
d. Prepared speech
e. Oral report
f. Sales speech
g. Illustrated presentation
h. Explanation talk
i. Panel discussion
j. Extemporaneous speech
k. Introduction speech

OBJECTIVE 4

Select from the following list general purposes of a group presentation. Write an "X" in the blank before each correct answer.

_____1. To entertain

_____2. To influence

_____3. To procrastinate

_____4. To judge

_____5. To evaluate

_____6. To inform

OBJECTIVE 5

Select from the following list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

_____1. Choose an idea that is interesting to the audience.

_____2. Speak quietly, but quickly, to finish on time.

_____3. Explain any new ideas or terms related to the subject (topic).

_____4. Know your audience.

_____5. Phrase speech clearly for the audience.

_____6. Use technical terms.

_____7. Speak in a flat voice to be clearly understood.

_____8. Make the presentation clear.

_____9. Choose information that is at least one year old.

_____10. Practice giving the speech.

_____11. Choose an idea that is striking, different, or unusual.

_____12. Choose information that is current and timely.

OBJECTIVE 6

Arrange in order steps to follow in writing a speech. Write the correct numbers in the blanks.

_____ Record key information.

_____ Develop an outline.

_____ Research available references.

_____ Select a familiar subject.

_____ Type or print the final copy.

_____ Revise a rough draft.

_____ Write a rough draft.

OBJECTIVE 7

Select from the following list guidelines to follow when gathering information for a speech. Write an "X" in the blank before each correct answer.

_____1. Contact old friends.

_____2. Use *Reader's Guide to Periodical Literature* to locate magazine articles.

_____3. Check outdated books.

_____4. Check personal books.

_____5. Check school and public libraries.

_____6. Check newspapers.

_____7. Write past teachers.

_____8. Review back issues of trade and business magazines.

_____9. Contact appropriate federal, state, or county government agencies.

_____10. Buy books at book store.

_____11. Write to associations.

_____12. Contact businesses.

_____13. Interview a resource person.

_____14. Check educational facilities and their publications.

OBJECTIVE 8

State rules for using quotations and statistics in a speech.

OBJECTIVE 9

List reasons for using outlines.

OBJECTIVE 10

Match principal parts of an outline to their correct definitions. Write the correct letters in the blanks.

_____1. End of speech; reviews or summarizes main points of speech, or asks for action	a. Ending
_____2. Central theme of speech; carries main ideas	b. Introduction
_____3. Beginning of speech; attracts and motivates audience	c. Body
	d. Beginning
	e. Conclusion

OBJECTIVE 11

Define types of outlines.

- Topical _____
- Sentence _____

OBJECTIVE 12

State ways to develop proper delivery.

OBJECTIVE 13

Select from the following list ways to develop and add meaning to the delivery of a speech. Write an "X" in the blank before each correct answer.

_____1. Maintain a good pace.

_____2. Maintain eye contact.

_____3. Speak in a low voice.

_____4. Dress properly.

_____5. Gesture.

_____6. Maintain good posture.

_____7. Use visuals if appropriate.

_____8. Move around.

_____9. Nod head often.

_____10. Use technical terms.

_____11. Use voice control.

OBJECTIVE 14

State reasons for using gestures when giving a speech.

_____

_____

_____

OBJECTIVE 15

State four ways to make a positive impression when delivering a speech.

_____

_____

_____

_____

OBJECTIVE 16

List factors to consider when listening to and evaluating a speech.

Content of speech (List two.)

_____

_____

Composition of speech (List three.)

_____

_____

_____

Speaker's voice quality (List two.)

_____

_____

Speaker's stage presence (List two.)

_____

_____

Speaker's personal appearance (List one.) _____

_____

Speaker's power of expression (List three.)

_____

_____

_____

Speaker's response to questions (List one.) _____

_____

General effect of speech (List one.) _____

_____

OBJECTIVE 17 | List eight organizations to consider in giving a presentation.

OBJECTIVE 18 | List steps for presenting welcome addresses.

OBJECTIVE 19 | List five steps for making platform introductions.

OBJECTIVE 20 **List steps for presenting awards.**

_____

_____

_____

_____

_____

_____

NOTICE The following assignment sheets are not a part of the written test. If these assignments have not been completed, check with the instructor.

OBJECTIVE 21 **Select a speech topic and gather information for a prepared speech.** SCORE _____

OBJECTIVE 22 **Write an outline for a prepared speech.** SCORE _____

OBJECTIVE 23 **Write an introduction for a prepared speech.** SCORE _____

OBJECTIVE 24 **Write the body of a prepared speech.** SCORE _____

OBJECTIVE 25 **Write the conclusion of a prepared speech.** SCORE _____

OBJECTIVE 1

1. q
2. b
3. n
4. j
5. g
6. d
7. k
8. m
9. i
10. p
11. f
12. r
13. s

OBJECTIVE 2

1. b
2. c

OBJECTIVE 3

1. e
2. i
3. b
4. g
5. d
6. j

OBJECTIVE 4

1, 2, 6

OBJECTIVE 5

1, 3, 4, 5, 8, 10, 11, 12

OBJECTIVE 6

3, 4, 2, 1, 7, 6, 5

OBJECTIVE 7

2, 4, 5, 6, 8, 9, 11, 13, 14

OBJECTIVE 8

Answer should include the following:

- Use only when needed to make a point.
- Make sure the source and date of the information are accurate.
- Keep the true meaning of the quotations and statistics.

OBJECTIVE 9

Answer should include the following:

- To help keep the speech relevant
- To help organize and develop ideas
- To help recognize the speech's strengths and weaknesses
- To help save time when writing the speech

OBJECTIVE 10

1. e
2. c
3. b

OBJECTIVE 11

Definitions should include the following:

- Outline style using key words or phrases to express the order of the thoughts to be presented in a speech.
- Outline style using complete sentences to express the order of the thoughts to be presented in a speech.

OBJECTIVE 12

Answer should include the following:

- Ask for a professional to critique the delivery.
- Practice giving the speech in front of another person.
- Practice the speech in front of mirror.
- Use tape or video recorder for evaluating the delivery.

OBJECTIVE 13

1, 2, 5, 6, 7, 8, 11

OBJECTIVE 14

Answer should include the following:

- To convey attitudes or moods
- To emphasize specific thoughts
- To express thoughts and feelings

OBJECTIVE 15

Answer should include any four of the following:

- Be enthusiastic and confident.
- Be neatly groomed.
- Be prepared.
- Let all important actions and gestures be seen clearly.
- Recognize that some fear is normal; do not get too upset.
- Speak clearly and in a pleasant tone of voice.

OBJECTIVE 16

Content of speech

Answer should include any two of the following:

- Accurate statements included
- Evidence of purpose
- Important and appropriate subject
- Suitable materials

Composition of speech

Answer should include any three of the following:

- Accomplishment of purpose
- Appropriate language
- Clear organization of content
- Logical development
- Proper sentence structure
- Unity of thought

Speaker's voice quality

Answer should include any two of the following:

- Proper articulation
- Proper force
- Proper pitch
- Proper pronunciation

Speaker's stage presence

Answer should include any two of the following:

- Appropriate attitude
- Appropriate personality
- Ease before audience
- Good poise and body posture

Speaker's personal appearance

Answer should include one of the following:

- Appropriate dress
- Neat appearance

Speaker's power of expression

Answer should include any three of the following:

- Direct
- Fluent
- Good communicative ability
- Good conveyance of thought and meaning
- Proper emphasis
- Sincere

Speaker's response to questions

Answers reflect speaker's originality, familiarity with subject, and ability to think quickly

General effect of speech

Speech was interesting, understandable, convincing, pleasing, and captivating

OBJECTIVE 17

Answer should include any eight of the following:

- Agency to Reduce Crime
- American Legion
- Better Business Bureau
- Chamber of Commerce
- Chief School Officers
- City Council Meetings
- House of Representatives and/or Senate
- International Technology Education Association
- Jaycees
- Kiwanis Club
- Knights of Columbus
- Labor Unions
- League of Women Voters
- Lions Club
- Local Business or Industry Board Meetings
- Local School Board
- National Association of Parliamentarians
- Optimist Club
- Other Youth Organizations
- Parent/Teacher Association
- Public School Assemblies
- Retail Merchants Association
- Rotary Club
- Secondary School Principals
- Society of Manufacturing Engineers
- State Board of Education
- State Education Association
- State Technology Education Association
- Toastmasters
- Veterans of Foreign Wars
- Vocational Associations
- Women's Club

OBJECTIVE 18

Answer should include the following:

- Stay calm.
- Be brief.
- Give your appreciation to the audience for their attendance.
- Remain poised.
- State the purpose of meeting.

OBJECTIVE 19

Answer should include any five of the following:

- Stay calm.
- Remain poised.
- Give brief background information about speaker.
- State the presentation's title (if possible).
- State speaker's name at the end of the introduction.
- Keep introduction under 1½ minutes.
- Lead applause.
- Remain at podium until the speaker arrives at podium.
- Go behind the speaker to your seat, not in front of the speaker.
- After the speech, make short comment commending speaker's presentation, and thank the speaker by presenting him or her with an award or certificate.

OBJECTIVE 20

Answer should include the following:

- Stay calm.
- Explain the award's importance.
- Introduce the recipient while discussing the recipient's accomplishments.
- Shake the recipient's *right* hand while handing the award with your left hand.
- Encourage the recipient to face the audience.
- Lead applause.

OBJECTIVES 21-25

Refer to answers to Assignment Sheets 1 through 5.